DOCUMENT RESUME

ED 134 653 UD 016 711

| | |
|---|---|
| TITLE | Arkansas Department of Education 1975 Evaluation Report. Title I, ESEA. |
| INSTITUTION | Arkansas State Dept. of Education, Little Rock. |
| PUB DATE | [75] |
| NOTE | 85p. |
| EDRS PRICE | MF-$0.83 HC-$4.67 Plus Postage. |
| DESCRIPTORS | *Compensatory Education Programs; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; Federal Programs; *Mathematics Education; Program Content; *Program Descriptions; Program Effectiveness; *Program Evaluation; *Reading Programs |
| IDENTIFIERS | *Arkansas; *Elementary Secondary Education Act Title I; ESEA Title I |

ABSTRACT

A description and evaluation of Elementary and Secondary Education Act Title I-funded projects for the state of Arkansas is reported in this document. Fifty-seven percent of the students participating in Title I programs are white, while thirty-four percent are Latin American, American Indian or Oriental. Instructional activities in the Title I programs include the following: reading, mathematics, special education, remedial development, pre-kindergarten, cultural enrichment, vocational education, speech therapy, dropout programs, and communication skills. The single largest Title I instructional activity is reading, and the second largest is communication skills. The data on achievement gains made by students in reading and mathematics on the achievement tests suggest that the greater gains are made in the primary grades. (Author/AM)

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# ARKANSAS DEPARTMENT OF EDUCATION

# 1975 EVALUATION REPORT

# TITLE I, ESEA

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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## FORWARD

This is the third evaluation report following the reorganization and redistribution of SEA resources in the area of program evaluation. Until the beginning of the 1974 fiscal year, the Arkansas SEA used a separate section in the Federal Programs Division to coordinate evaluation of all its programs. In an effort to bring about a closer tie between program planning and evaluation, the evaluation responsibilities were shifted to the program section. This improved the feedback of evaluation information into program planning, but it also brought on the possibility of biased reporting. To increase objectivity and keep the program planning benefits of evaluation, an outside consultant was brought in to analyse data from local evaluation reports and provide technical assistance in making needed changes in both program planning and reporting of data from locals. Evaluation remains a responsibility of the Title I program staff with technical assistance from the outside. One section of this report contains some candid assessments made by the consultant and some recommended changes. These recommendations will be used by the SEA in considering future program and evaluation procedures and policies.

"...the State educational agency will make to the Commissioner (A) periodic reports (including the results of objective measurements required by section 141(a) (6) and of research and replication studies) evaluating the effectiveness of payments under this title and of particular programs assisted under it in improving the educational attainment of educationally deprived children..."

Section 142, P.L. 89-10

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## PROGRAM DESCRIPTION

### Locale

Arkansas is located in the south central part of the United States and consists geographically of a plains area in the south and east and a mountain area in the north and west. Elevation ranges from 2,823 feet to 55 feet with an approximate mean altitude of 650 feet. Within Arkansas' 53,104 square miles are 605 square feet of water. There are also two national parks, three national forests, and 17 state parks.

According to the 1970 U.S. Census, Arkansas had increased in population to 1,923,295. Approximately 22% of the population is black. The major cities are Little Rock, North Little Rock, Fort Smith, Pine Bluff, and Hot Springs.

The public school population is 447,593 located in 385 school districts. There are 106 private schools with 13,535 population. Sixteen colleges and universities or branches of universities are located in the state. Median number of school years completed by residents 25 years of age and older is 10.5 years according to the 1970 census.

The mainstay in Arkansas economy is cotton farming, but other agricultural crops and industrialization are increasing. In 1955 the Arkansas Industrial Development Commission was established and helped attract a large number of new industries to the state. Unemployment is high, and per capita income is still the second lowest in the United States in spite of the great increases made in the past decades.

The Department of Education is a major agency of state government. The chief state school officer holds the title of Director, is selected by the State Board of Education subject to confirmation by the governor, and serves at the pleasure of the governor. Title I is located in the Federal Programs Division, one of seven major divisions within the department. It was established in the fall of 1965.

Background Information

The Elementary and Secondary Education Act of 1965 provides Title I funds for local school systems serving areas with high concentrations of children from low-income families. Title I funds are used to design and implement programs to meet the special educational needs of educationally deprived children.

Federal legislation established the formula for allocating funds to county units within a state. The division of funds is determined by the U.S. Office of Education on the basis of a mathematical formula. State departments of education are provided with federal regulations to guide them in making sub-county allocations to local educational agencies within a county.

Planning, implementation, and evaluation of Title I programs are the responsibilities of the local school districts. Determination of school sites to be served by Title I is one of the first steps performed. The number of children from low-income families is a prime factor in selecting eligible school sites. The area to be served should not be so large as to dilute the effectiveness of the program for that local district.

After selecting the school site(s) to be served, the local school system must determine the educational needs of children within that area

according to highest priorities. High educational priority needs are used to plan and implement the programs and are those which cannot be met through regular school programs or other programs. Children identified as most in need of special educational assistance should have Title I resources concentrated on them. Title I activities and services are based on educational deprivation and are not restricted to children from low-income families. Both public and private schools are offered services for children who reside in the identified attendance areas and meet the criteria established identifying educational deprivation.

Each state educational agency is required by Title I regulations to make an annual evaluation report stating the effectiveness of Title I programs under its jurisdiction. The purpose of this report is not only to meet the legal requirements, but to provide the Arkansas SEA with a comprehensive review of its total state program so that information can be available on which to make more effective decisions.

Description of Program Variables

The program variables in the Title I program consist of the institutions and personnel involved in the programs, and the program components that were implemented and operated with their concomitant costs and management. These variables for the Arkansas Title I program will be described in the sections to follow.

## Institutional and/or Personnel Variables

The institutional and/or personnel variables in the Title I programs are the institutions, students, LEA Title I staff, parents, and SEA personnel.

Institutions. Tables 1 through 4 contain information concerning the total number of Arkansas LEA's and their enrollments and compares this data with the number of LEA's with corresponding enrollments participating in Title I programs.

TABLE 1: THE FREQUENCY OF LOCAL EDUCATION AGENCIES IN THE STATE BY SIZE

| Enrollment of LEA | Number | Percent |
|---|---|---|
| Less than 100 | 14 | 3.64 |
| 101 - 200 | 29 | 7.52 |
| 201 - 500 | 145 | 37.66 |
| 501 - 1,000 | 94 | 24.42 |
| 1,001 - 2,000 | 56 | 14.55 |
| 2,001 - 5,000 | 33 | 8.57 |
| 5,001 - 10,000 | 10 | 2.60 |
| Over 10,000 | 4 | 1.04 |
| Total | 385 | 100.00 |

TABLE 2: THE NUMBER OF LOCAL EDUCATION AGENCIES PARTICIPATING IN TITLE I PROGRAMS

| Extent of Participation | Number | Percent |
|---|---|---|
| Regular Term Only | 336 | 92.82 |
| Summer Term Only | 0 | 0.00 |
| Regular and Summer Terms | 26 | 7.18 |
| Total | 362 | 100.00 |

TABLE 3: THE TOTAL NUMBER OF ARKANSAS PUBLIC AND NON-PUBLIC SCHOOLS AND THEIR ENROLLMENT BY LEVEL OF SCHOOL

| Level of School | Public Schools | | Non-Public School | | Total | |
|---|---|---|---|---|---|---|
| | Number | Enrollment | Number | Enrollment | Number | Enrollment |
| High Schools | 371 | 137,318 | 25 | 3,731 | 396 | 141,049 |
| Jr. High Schools | 108 | 59,686 | 14 | 1,037 | 122 | 60,723 |
| Middle Schools | 55 | 28,486 | 1 | 56 | 56 | 28,542 |
| Elementary Sch. | 660 | 222,103 | 66 | 8,711 | 726 | 230,814 |
| Total | 1,194 | 447,593 | 106 | 13,535 | 1,300 | 461,128 |

TABLE 4: THE NUMBER OF TITLE I PUBLIC AND NON-PUBLIC SCHOOLS AND THEIR ENROLLMENT BY LEVEL OF SCHOOL

| Level of School | Public Schools | | Non-Public Schools | | Total | |
|---|---|---|---|---|---|---|
| | Number | Enrollment | Number | Enrollment | Number | Enrollment |
| High Schools | 147 | 59,222 | 0 | 0 | 147 | 59,222 |
| Jr. High Schools | 69 | 39,299 | 1 | 2 | 70 | 39,301 |
| Middle Schools | 50 | 24,120 | 0 | 0 | 50 | 24,120 |
| Elementary Sch. | 561 | 186,831 | 7 | 508 | 563 | 187,339 |
| TOTAL | 827 | 309,472 | 8 | 510 | 835 | 309,982 |

SUMMARY

92 percent of all the Arkansas schools are public schools.

99 percent of all the Arkansas Title I schools are public schools.

73 percent of all school districts in Arkansas have enrollments of 1,000 or less.

94 percent of all LEA's participated in Title I

64 percent of all schools participated in Title I

67 percent of all students are enrolled in Title I designated schools

69 percent of public schools participated in Title I

8 percent of non-public schools participated in Title I

69 percent of public school students are enrolled in Title I designated schools

4 percent of non-public school students are enrolled in Title I designated schools

Students. Information concerning the students enrolled in Arkansas schools and in Title I programs are presented in the following tables. The racial distribution and the grade level distribution is used to describe the students. Information about the number of students enrolled in each program activity is found in the program activities section of this report.

TABLE 5: THE DISTRIBUTION OF STUDENTS IN THE ARKANSAS PUBLIC SCHOOLS BY GRADE LEVEL AND BY RACE

| Grade Level | White | | Black | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Pre K | 109 | 48.10 | 101 | 51.90 | 0 | 0.00 | 210 | 100.00 |
| K | 13,489 | 76.82 | 3,979 | 22.66 | 91 | .52 | 17,559 | 100.00 |
| 1 | 25,865 | 75.06 | 8,439 | 24.49 | 155 | .45 | 34,459 | 100.00 |
| 2 | 25,100 | 75.04 | 8,184 | 24.47 | 163 | .49 | 33,447 | 100.00 |
| 3 | 25,555 | 75.13 | 8,317 | 24.45 | 143 | .42 | 34,015 | 100.00 |
| 4 | 27,423 | 75.41 | 8,787 | 24.17 | 153 | .42 | 36,363 | 100.00 |
| 5 | 30,021 | 77.05 | 8,790 | 22.56 | 151 | .39 | 38,962 | 100.00 |
| 6 | 30,183 | 76.88 | 8,925 | 22.73 | 152 | .39 | 39,260 | 100.00 |
| 7 | 31,350 | 76.77 | 9,312 | 22.80 | 174 | .43 | 40,836 | 100.00 |
| 8 | 30,137 | 76.55 | 9,069 | 23.04 | 162 | .41 | 39,368 | 100.00 |
| 9 | 29,111 | 76.63 | 8,738 | 23.00 | 140 | .37 | 37,989 | 100.00 |
| 10 | 26,636 | 76.59 | 7,985 | 22.96 | 158 | .45 | 34,779 | 100.00 |
| 11 | 23,493 | 76.97 | 6,885 | 22.56 | 143 | .47 | 30,521 | 100.00 |
| 12 | 21,062 | 77.23 | 6,097 | 22.36 | 113 | .41 | 27,272 | 100.00 |
| Ungraded | 134 | 60.63 | 87 | 39.37 | 0 | 0.00 | 221 | 100.00 |
| Dropouts | 3,533 | 64.71 | 1,896 | 34.72 | 31 | .57 | 5,460 | 100.00 |
| Spec. Edu | 720 | 45.71 | 849 | 53.91 | 6 | .38 | 1,575 | 100.00 |
| TOTAL | 343,921 | 76.04 | 106,440 | 23.53 | 1,935 | .43 | 452,296 | 100.00 |

TABLE 6: THE DISTRIBUTION OF STUDENTS IN THE TITLE I PROGRAMS DURING THE REGULAR TERM BY GRADE LEVEL AND BY RACE

| Grade Level | White | | Black | | Other | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Pre K | 46 | 34.33 | 88 | 65.67 | 0 | 0.00 | 134 | 100.00 |
| K | 574 | 50.00 | 570 | 49.65 | 4 | .35 | 1,148 | 100.00 |
| 1 | 2,554 | 55.92 | 1,997 | 43.73 | 16 | .35 | 4,567 | 100.00 |
| 2 | 5,041 | 61.96 | 3,058 | 37.59 | 37 | .45 | 8,136 | 100.00 |
| 3 | 5,341 | 61.55 | 3,304 | 38.08 | 32 | .37 | 8,677 | 100.00 |
| 4 | 5,251 | 60.29 | 3,427 | 39.34 | 32 | .37 | 8,710 | 100.00 |
| 5 | 5,323 | 60.56 | 3,442 | 39.16 | 25 | .28 | 8,790 | 100.00 |
| 6 | 5,108 | 60.69 | 3,277 | 38.93 | 32 | .38 | 8,417 | 100.00 |
| 7 | 3,733 | 56.47 | 2,850 | 43.12 | 27 | .41 | 6,610 | 100.00 |
| 8 | 2,335 | 55.07 | 1,892 | 44.62 | 13 | .31 | 4,240 | 100.00 |
| 9 | 1,188 | 49.48 | 1,207 | 50.27 | 6 | .25 | 2,401 | 100.00 |
| 10 | 872 | 41.92 | 1,204 | 57.89 | 4 | .19 | 2,080 | 100.00 |
| 11 | 703 | 39.63 | 1,071 | 60.37 | 0 | 0.00 | 1,774 | 100.00 |
| 12 | 419 | 35.18 | 771 | 64.74 | 1 | .08 | 1,191 | 100.00 |
| Ungraded | 26 | 100.00 | 0 | 0.00 | 0 | 0.00 | 26 | 100.00 |
| Dropouts | 196 | 34.57 | 367 | 64.73 | 4 | .70 | 567 | 100.00 |
| Spec. Educ. | 327 | 37.98 | 534 | 62.02 | 0 | 0.00 | 861 | 100.00 |
| TOTAL | 39,037 | 57.13 | 29,059 | 42.53 | 233 | .34 | 68,329 | 100.00 |

TABLE 7: THE DISTRIBUTION OF STUDENTS IN THE TITLE I PROGRAMS DURING THE SUMMER TERM BY GRADE LEVEL AND BY RACE

| Grade Level | Public School Participants | | | | | | | | Non-Public School Participants | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | White | | Black | | Other | | Total | | White | | Black | | Total | |
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| K | 5 | 4.13 | 116 | 95.87 | 0 | 0.00 | 121 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 1 | 286 | 38.86 | 450 | 61.14 | 0 | 0.00 | 736 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 2 | 138 | 33.50 | 274 | 66.50 | 0 | 0.00 | 412 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 3 | 194 | 42.45 | 259 | 56.67 | 4 | .88 | 457 | 100.00 | 2 | 100.00 | 0 | 0.00 | 2 | 100.00 |
| 4 | 197 | 43.11 | 257 | 56.23 | 3 | .66 | 457 | 100.00 | 2 | 100.00 | 0 | 0.00 | 2 | 100.00 |
| 5 | 194 | 49.49 | 195 | 49.74 | 3 | .77 | 392 | 100.00 | 4 | 100.00 | 0 | 0.00 | 4 | 100.00 |
| 6 | 218 | 59.56 | 144 | 39.35 | 4 | 1.09 | 366 | 100.00 | 4 | 100.00 | 0 | 0.00 | 4 | 100.00 |
| 7 | 148 | 45.82 | 175 | 54.18 | 0 | 0.00 | 323 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 8 | 122 | 45.35 | 144 | 53.53 | 3 | 1.12 | 269 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 9 | 187 | 44.95 | 229 | 55.05 | 0 | 0.00 | 416 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 10 | 173 | 45.41 | 205 | 53.81 | 3 | .78 | 381 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 11 | 130 | 33.46 | 208 | 61.54 | 0 | 0.00 | 338 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| 12 | 33 | 39.76 | 50 | 60.24 | 0 | 0.00 | 83 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Subtotal | 2,025 | 42.62 | 2,706 | 56.96 | 20 | .42 | 4,751 | 100.00 | | | | | | |
| Ungraded | N/A | | N/A | | N/A | | 5 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Dropouts | N/A | | N/A | | N/A | | 158 | 100.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Spec. Educ | N/A | | N/A | | N/A | | 9 | 100.00 | | | | | | |
| TOTAL | | | | | | | 4,923* | 100.00 | 12 | 100.00 | 0 | 0.00 | 12 | 100.00 |

*This total includes ungraded, dropouts, and special education students

*Of this total 3,192 or 65 percent were low income students

TABLE 8: THE FREQUENCY OF LATIN AMERICAN, AMERICAN INDIAN, AND ORIENTAL STUDENTS IN ARKANSAS SCHOOLS AND IN TITLE I PROGRAMS

| Nationality | Arkansas Schools | | Title I Programs | | | |
|---|---|---|---|---|---|---|
| | | | Regular Term | | Summer Term | |
| | Number | Percent | Number | Percent | Number | Percent |
| Latin American | 536 | 28.28 | 96 | 41.03 | 7 | 35.00 |
| American Indian | 1,090 | 57.52 | 116 | 49.57 | 2 | 10.00 |
| Oriental | 269 | 14.20 | 22 | 9.40 | 11 | 55.00 |
| TOTAL | 1,895 | 100.00 | 234 | 100.00 | 20 | 100.00 |

TABLE 9: THE NUMBER AND PERCENT OF LOW INCOME STUDENTS IN ARKANSAS SCHOOLS AND IN REGULAR TERM TITLE I PROGRAMS

| | Total Number of Students | Number and Percent of Low Income Students | |
|---|---|---|---|
| | | Number | Percent |
| Arkansas Schools | 446,836* | 147,972 | 33.12 |
| Title I Schools | 68,329 | 50,820 | 74.38 |

* Some school districts do not include participants in their programs for dropouts in the regular district enrollment data.

TABLE 10: A COMPARISON OF THE NUMBER AND PERCENT OF TITLE I STUDENTS WITH THE NUMBER AND PERCENT OF ALL STUDENTS IN ARKANSAS SCHOOLS - BY GRADE LEVEL

| Grade Level | Title I Students | | All Schools | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Pre-K | 134 | .20 | 210 | .05 |
| K | 1,148 | 1.68 | 17,559 | 3.88 |
| 1 | 4,567 | 6.68 | 34,459 | 7.62 |
| 2 | 8,136 | 11.91 | 33,447 | 7.39 |
| 3 | 8,677 | 12.70 | 34,015 | 7.52 |
| 4 | 8,710 | 12.75 | 36,363 | 8.04 |
| 5 | 8,790 | 12.86 | 38,962 | 8.61 |
| 6 | 8,417 | 12.32 | 39,260 | 8.68 |
| Subtotal | 48,579 | 71.10 | 234,275 | 51.79 |
| 7 | 6,610 | 9.67 | 40,836 | 9.03 |
| 8 | 4,240 | 6.21 | 39,368 | 8.70 |
| 9 | 2,401 | 3.51 | 37,989 | 8.40 |
| Subtotal | 13,251 | 19.39 | 118,193 | 26.13 |
| 10 | 2,080 | 3.04 | 34,779 | 7.69 |
| 11 | 1,774 | 2.60 | 30,521 | 6.75 |
| 12 | 1,191 | 1.74 | 27,272 | 6.03 |
| Subtotal | 5,045 | 7.38 | 92,572 | 20.47 |
| Ungraded | 26 | .04 | 221 | .05 |
| Dropouts | 567 | .83 | 5,460 | 1.21 |
| Special Education | 861 | 1.26 | 1,575 | .35 |
| GRAND TOTAL | 68,329 | 100.00 | 452,296 | 100.00 |

## SUMMARY

### Racial Composition

76 percent of all students in Arkansas schools are white

57 percent of the students participating in Title I programs are white

.43 percent of all students in Arkansas schools are Latin American, American Indian, or Oriental

.34 percent of the students participating in Title I programs are Latin American, American Indian or Oriental

### Economic Level

33 percent of all students in Arkansas schools come from low-income families

74 percent of students in Title I regular term programs come from low-income families

65 percent of students in Title I summer programs come from low-income families

### Grade Level

52 percent of all students in Arkansas schools are enrolled in elementary grades (K-6)

71 percent of students in Title I programs are enrolled in elementary grades (K-6)

26 percent of all students in Arkansas schools are enrolled in junior high schools (7-9)

19 percent of students in Title I programs are enrolled in junior high schools (7-9)

20 percent of all students in Arkansas schools are enrolled in senior high schools (10-12)

7 percent of students in Title I programs are enrolled in senior high schools (10-12)

15 percent of all Arkansas students are enrolled in Title I programs

Teaching and Supportive Personnel. Information about the various types of personnel involved in Title I programs and their costs is found in Table 11.

TABLE 11: THE FREQUENCY AND COST OF VARIOUS KINDS OF STAFF MEMBERS EMPLOYED IN TITLE I PROGRAMS - REGULAR TERM AND AFTER HOURS PROGRAMS

| Job Classification | Number of Full Time Equivalents | Percent | Total Cost |
|---|---|---|---|
| Kindergarten Teacher | 3.00 | .11 | $ 27,145.00 |
| Elementary Teacher | 886.72 | 31.86 | 8,759,088.91 |
| Secondary Teacher | 210.66 | 7.57 | 2,364,173.51 |
| Teacher, Handicapped Children | 247.36 | 8.89 | 2,064,477.58 |
| Teacher Aide/Tutor | 966.15 | 34.71 | 2,832,144.45 |
| Supervisor | 18.75 | .67 | 214,981.85 |
| Director and Management | 50.91 | 1.83 | 609,333.73 |
| Clerical (Instruction) | 27.97 | 1.00 | 93,305.33 |
| Clerical (Administration) | 119.81 | 4.30 | 619,273.21 |
| Vehicle Operator | 2.70 | .10 | 11,439.00 |
| Custodian | 16.70 | .60 | 53,892.20 |
| Counselor | 61.84 | 2.22 | 543,591.09 |
| Psychologist | 7.75 | .28 | 94,687.50 |
| Social Worker | 84.95 | 3.05 | 503,902.49 |
| Nurse | 77.75 | 2.79 | 388,932.87 |
| Dentist | .50 | .02 | 10,250.00 |
| TOTAL | 2,783.52 | 100.00 | $19,190,618.72 |

SUMMARY

2,377. 2 or 84 percent of Title I staff are instructional personnel.

188.21 or 7 percent of Title I staff are administrative personnel.

253.39 or 9 percent of Title I staff are pupil support personnel.

$13,539,154.77 or 83 percent of Title I staff salaries went to instructional personnel.

$1,308,758.57 or 8 percent of Title I staff salaries went to administrative personnel.

$1,506,809.93 or 9 percent of Title I staff salaries went to support personnel.

Participating Parents. Parent involvement is an important component of Title I. Each local educational agency must involve parents in the planning, operation, and evaluation of its Title I program. This involvement is accomplished through the establishment of parent advisory councils (PAC) whose majority of membership must consist of parents of children eligible to be served. A PAC is kept informed as to the special educational needs of the children to be served, and they participate in making recommendations on programs designed to alleviate these needs. Title I funds may be used for in-service training of parents. Table 12 presents information concerning the parents involved in the Arkansas Title I programs during the 1974-1975 school year.

The data in Table 12 shows that over 3,300 parents were involved in Title I programs as PAC members. Of this group, approximately 73 percent were parents of students participating in the Title I program. Since there were 362 local education agencies participating in Title I programs during the 1973-74 school year, the data indicates that an average of 9.16 parents per local education agency were actually involved in the administration of Title I programs.

TABLE 12: A SUMMARY OF THE PARENTS INVOLVED IN TITLE I PARENT COUNCILS

| Parent Classification | Number | Percent |
|---|---|---|
| Parents of Title I Participants | 2,424 | 73.12 |
| Parents of Non-Title I Participants | 891 | 26.88 |
| TOTAL | 3,315 | 100.00 |

State Education Agency Personnel. The responsibility for the overall administration of the Title I, ESEA program rests with the State Education Agency. Descriptive information about the Arkansas State Education Agency personnel directly involved in the operation of this program is found in Table 13.

TABLE 13: INFORMATION CONCERNING STATE EDUCATION AGENCY SUPERVISING PERSONNEL

| Name | Race | | Sex | | Highest Degree | No. Years Experience | No. Counties Supervised | No. Schools Supervised | No. Yrs. Working in ESEA |
|---|---|---|---|---|---|---|---|---|---|
| | W | B | M | F | | | | | |
| Clarence Morris | X | | X | | MA | 30 | 1 | 3 | 10 |
| Bob Kerr | X | | X | | MA | 12 | 14 | 92 | 5 |
| Garland Doss | | X | X | | MA | 24 | 17 | 80 | 2 |
| William Batson | X | | X | | MA | 23 | 17 | 85 | 6 |
| Don Hindman | X | | X | | MA | 19 | 18 | 85 | 6 |
| Eugene Channell | X | | X | | MA | 25 | 8 | 38 | 9 |

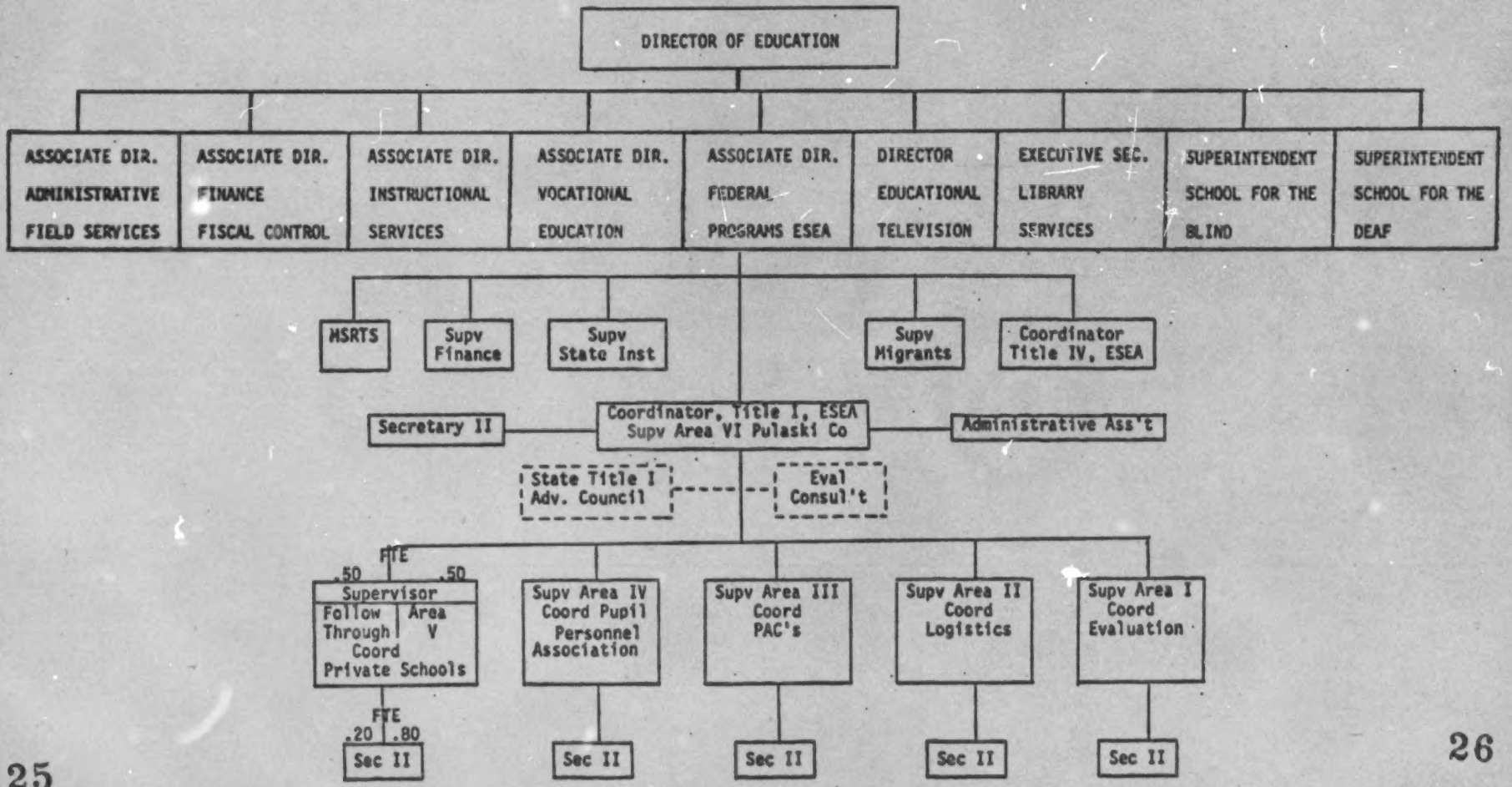
The data in Table 13 show there were four white males and one black male responsible for the administrative operation of the 1974-75 Title I, ESEA program. All of the supervisory personnel had masters degrees and had an average of 22.2 years of experience. The coordinator supervised three schools while the remainder of the supervisory personnel supervised from 58 to 85 schools. Data in the above table indicate that the supervisors had a heavy work load and would need to visit approximately two schools a week to cover their assigned responsibilities during the nine month school year.

## Program Components

The program components in the Title I program are the program organization and management, program activities, and program costs. They are described in the following pages.

Program Organization and Management. The organizational chart for Title I within the Arkansas Department of Education (Figure I), indicated the relationships which existed during FY 1975 between different elements of the State Agency which dealt directly or indirectly with the state administration of Title I programs. Administration policy for Title I, ESEA, is cooperatively developed under the guidance and direction of the Associate Director for Federal Programs Division within the confines of the State-wide goals and aims for education in Arkansas. Responsibility for general coordination of SEA program management activities rests with the Title I Coordinator and his staff. As indicated by the organizational chart (Figure I), project review diagram (Figure III), and the Calendar of Events (Figure V), however, the successful administration of the program required coordination, cooperation, and technical services from other sections of the Federal Programs Division as well as other divisions of the Department of Education.

FIGURE I: ORGANIZATIONAL CHART



1. STATE ADVISORY COUNCIL-The State Title I Advisory Council (Figure I) occupies an important place in SEA administration of Title I. The Council members are appointed, and may be reappointed, annually by the Director of Education. There are 16 members which are chosen from school administrators, parents from LEA-PAC's, Title I coordinators and higher education representatives. Regular meetings are held quarterly, but considerable committee work is in progress at all times. The Council is also subject to call by its chairman. The Council reviews all policy statements, report forms, application and evaluation forms and other management procedures before their initiation.

2. THE AREA DESKS-Implementation of SEA management activities at the LEA level is the responsibility of each area desk. Each area desk supervisor is the primary SEA contact person for all LEA's located in each respective geographical area of the State (Figure II). Project applications, monitoring visits, and other activities may involve several different persons from time to time from several sections of this or other divisions of the Department of Education; but in all phases of the management process, there is concerted effort to keep the area supervisor in the prime leadership role insofar as the LEA is concerned. It is the policy that the Title I Coordinator work closely with the area supervisor and keep in close communication with the Associate Director to assure that Department and Division policies are applied uniformly by each area desk. Staff meetings are held at least weekly and involve all Title I Program Staff (area desk staff).

3. PROGRAM REVIEW AND APPROVAL-Each area desk has an Area Supervisor and a full-time secretary of advanced clerical grade. Figure III demonstrates the procedure which is used by this SEA to review, negotiate needed changes and approve Title I applications. Though others review the application from time

FIGURE II: AREA DESKS

| | COUNTIES | LEA PROJECTS |
|---|---|---|
| AREA I | 14 | 92 |
| AREA II | 17 | 85 |
| AREA III | 18 | 95 |
| AREA IV | 17 | 80 |
| AREA V | 8 | 38 |
| AREA VI | 1 | 3 |

FIGURE III: PROJECT REVIEW DIAGRAM

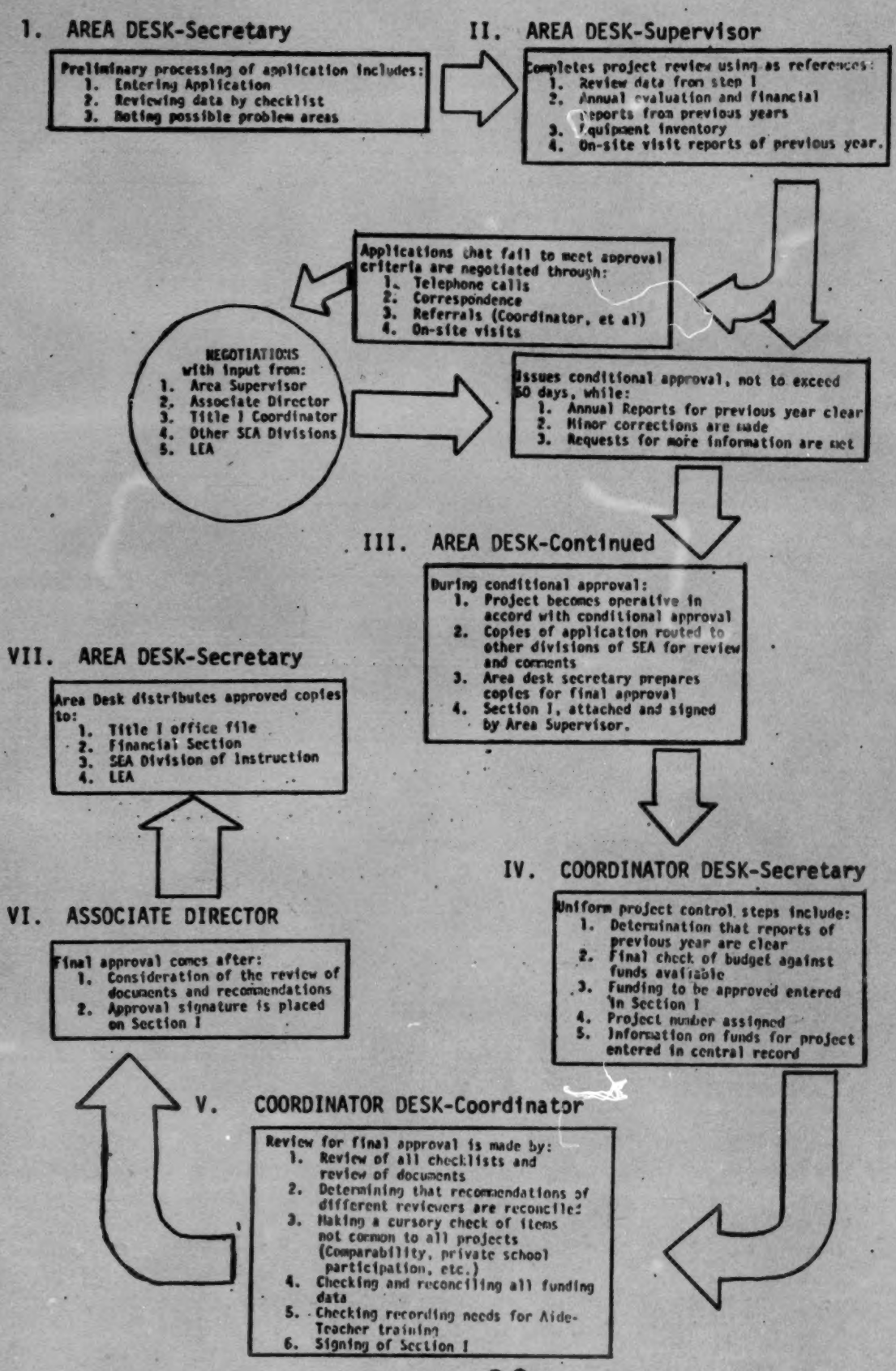

I. AREA DESK-Secretary
Preliminary processing of application includes:
1. Entering Application
2. Reviewing data by checklist
3. Noting possible problem areas
II. AREA DESK-Supervisor
Completes project review using as references:
1. Review data from step I
2. Annual evaluation and financial reports from previous years
3. Equipment inventory
4. On-site visit reports of previous year.
Applications that fail to meet approval criteria are negotiated through:
1. Telephone calls
2. Correspondence
3. Referrals (Coordinator, et al)
4. On-site visits
NEGOTIATIONS with input from:
1. Area Supervisor
2. Associate Director
3. Title I Coordinator
4. Other SEA Divisions
5. LEA
Issues conditional approval, not to exceed 60 days, while:
1. Annual Reports for previous year clear
2. Minor corrections are made
3. Requests for more information are met
III. AREA DESK-Continued
During conditional approval:
1. Project becomes operative in accord with conditional approval
2. Copies of application routed to other divisions of SEA for review and comments
3. Area desk secretary prepares copies for final approval
4. Section I, attached and signed by Area Supervisor.
IV. COORDINATOR DESK-Secretary
Uniform project control steps include:
1. Determination that reports of previous year are clear
2. Final check of budget against funds available
3. Funding to be approved entered in Section I
4. Project number assigned
5. Information on funds for project entered in central record
V. COORDINATOR DESK-Coordinator
Review for final approval is made by:
1. Review of all checklists and review of documents
2. Determining that recommendations of different reviewers are reconciled
3. Making a cursory check of items not common to all projects (Comparability, private school participation, etc.)
4. Checking and reconciling all funding data
5. Checking recording needs for Aide-Teacher training
6. Signing of Section I
VI. ASSOCIATE DIRECTOR
Final approval comes after:
1. Consideration of the review of documents and recommendations
2. Approval signature is placed on Section I
VII. AREA DESK-Secretary
Area Desk distributes approved copies to:
1. Title I office file
2. Financial Section
3. SEA Division of Instruction
4. LEA

FIGURE IV: STAFF ORGANIZATION

TITLE I STAFF ACTIVITIES IN 1975

The distribution of time and activities were estimated from project files, correspondence files, telephone logs, reports volume, and staff surveys.

| FEDERAL PROGRAMS SECTIONS AND STAFF | FTE OF STAFF | | ON-SITE VISITS | | OFFICE CALLS | | LETTER EXCHANGES | | TELEPHONE CALLS | | STAFF HOURS TO TITLE I | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PROF. | SUPPORT | NO. | PURPOSE | NO. | PURPOSE | NO. | PURPOSE | NO. | PURPOSE | NO. | PURPOSE |
| TITLE I PROGRAM OFFICE | | | | | | | | | | | | |
| Morris - Hammond | 1.00 | .95 | | | | | | | | | | |
| Doss - Urbanski | 1.00 | 1.00 | | D 7 % | | D 17 % | | D 18 % | | D 28 % | | |
| Watson - Clark | 1.00 | 1.00 | | E 10 % | | E 12 % | | E 13 % | | E 15 % | | NOT APPLICABLE TO |
| *Channell - Gatewood | .50 | .50 | | P 19 % | | P 20 % | | P 21 % | | P 16 % | | FULL-TIME TITLE I |
| Hindman - Mathis | 1.00 | .95 | 241 | M 48 % | 1,270 | M 13 % | 1,460 | M 24 % | 1,910 | M 15 % | | STAFF |
| Kerr - Benning | 1.00 | .95 | | P 16 % | | P 38 % | | P 24 % | | P 26 % | | |
| Totals | 5.50 | 5.35 | 241 | 100% | 1,270 | 100% | 1,460 | 100% | 1,910 | 100% | | |
| * 1/2 time to State Institutions | | | | | | | | | | | | |
| DISSEMINATION OFFICE | | | | | | | | | | | | |
| Ellis | .27 | .15 | | D 100 % | | D 100 % | | D 100 % | | D 100 % | 1,830 | 998 Writing Dissemination Items |
| Coger (Supply Rm.) | | .48 | 20 | | 10 | | 50 | | 60 | | | |
| Totals | .27 | .63 | 20 | 100% | 10 | 100% | 50 | 100% | 60 | 100% | | 832 Preparing Dissemination Materials |
| FINANCE | | | | | | | | | | | | |
| Shivey - Carter | .36 | .39 | | | | | | | | | | 2,400 Monitoring LEA Reports |
| Childs | | .27 | 5 | F 100 % | 450 | F 100 % | 1,000 | F 100 % | 4,000 | F 100 % | 5,000 | 900 Preparing Reports to LEA's |
| Lewis | .32 | | | | | | | | | | | 1,700 Fiscal Management |
| Nolte | | .95 | | | | | | | | | | |
| Totals | .68 | 1.61 | 5 | 100% | 450 | 100% | 1,000 | 100% | 4,000 | 100% | 5,000 | |
| ASSOCIATE DIRECTOR OFFICE | | | | | | | | | | | | |
| Williams - McKnelly | .29 | .26 | 12 | D 35 % | 120 | D 35 % | 72 | D 30 % | 180 | D 35 % | 1,435 | 1,300 Monitoring LEA Reports |
| | | | | E 5 % | | E 0 % | | E 0 % | | E 0 % | | |
| | | | | F 35 % | | F 45 % | | F 45 % | | F 40 % | | |
| | | | | M 0 % | | M 0 % | | M 0 % | | M 0 % | | |
| | | | | P 25 % | | P 20 % | | P 25 % | | P 25 % | | |
| Total | .29 | .26 | 12 | 100% | 120 | 100% | 72 | 100% | 180 | 100% | | 135 Preparing Reports to LEA's |
| GRAND TOTAL | 6.74 | 7.85 | 278 | | 1,850 | | 2,582 | | 6,150 | | 8,265 | |

D - DISSEMINATION E - EVALUATION F - FINANCE M - MONITORING P - PLANNING

to time as it progresses, at least one copy remains with the area desk at all times. The area desk is responsible for keeping a log of the progress of each application throughout the review and approval process. This method provides for review, comments, and recommendations from every section or division of the SEA which has any administrative or technical assistance responsibility for any component part of the application. The Title I Coordinator is responsible for reconciling all checklists and review comments to determine that there are no unreconciled differences of opinion or fact expressed before recommending final approval.

4. STAFF UTILIZATION-All Title I full-time SEA staff are now assigned to the Title I program section of the Division of Federal Programs of the SEA. Shown in Figure IV is the distribution of Title I Administrative funds for salaries and expenses of employees in the SEA and a catalog of the work performed by each of them in the total SEA Title I management responsibilities. The continual erosion in the Title I administrative funds due to loss of dollars under the distribution formula and to inflation has brought about the elimination of some specialized functions. The administrative assistant position (Figure I) was vacant through all of the 1975 fiscal year. Beginning with FY 1974, all evaluation responsibility was placed in the program office. An outside consultant provides technical assistance to the program staff in the area of evaluation.

5. MANAGEMENT OBJECTIVES-The Title I program staff has established a set of process objectives to cover the annual program cycle, which are updated annually. These objectives are also tied into program management cost for budgeting at the state level. The Title I Coordinator must make progress reports on a quarterly basis, including explanations for any substantial

FIGURE V: CALENDAR OF EVENTS

| DATE | ACTIVITY | RESPONSIBILITY | ACHIEVEMENTS |
|---|---|---|---|
| 1. March, 1974 | Prepare 500 packets for Title I applicants containing latest available information booklets, application forms, and instructions for filing and policy changes resulting from USOE program review held February 10, 1974. | Title I program staff and the Department of Education's materials and supplies section. | 500 packets were completed April 1, 1975. |
| 2. Prior to April 20, 1974 | Hold 8 to 10 regional meetings for local educational Title I program staff to distribute application materials packets and disseminate through visual aids, etc., information on all phases of the program for FY '75 including a page by page explanation of the application forms. | Title I Coordinator and Title I Area Supervisor | Meetings held: April 7, Monticello; April 14, Forrest City; April 9, Nashville; April 8, Camden April 17, Little Rock; April 15, Jonesboro; April 16, Harrison; April 13, Ozark |
| 3. Late April or Early May | Conduct jointly with the Title I Coordinators Association a two-day workshop on writing Title I programs. | Title I Coordinator and Title I Area Supervisors work with outside consultants and committee of Coordinators Association | Presented a one-day program at State College of Arkansas, June 9, 1974. |

FIGURE V: CALENDAR OF EVENTS (Continued)

| DATE | ACTIVITY | RESPONSIBILITY | ACHIEVEMENTS |
|---|---|---|---|
| 4. June 1 to September 25, 1974 | Review and negotiate necessary adjustments, provide for technical review, and make recommendations for final or preliminary approval on all LEA Title I project applications received prior to September 25, 1975 (Approximately such applications). Review included analysis of previous year reports on programs and finance. | Title I Coordinator and Title I program staff coordinating to bring in technical persons in the Finance Section of Federal Programs Division and the Supervisory Section of the Instruction Division. | Coordinator, Monthly Report for September 25, 1974, indicates 319 LEA's had filed applications prior to September 25, 1974, and 211 had received final approval. Approximately 100 had received preliminary approval and 8 were in primary review; 14 districts had not filed. |
| 5. September 1, 1974, to April 15, 1975 | Make on-site program reviews of from one to three LEA's in each county (75 counties) of the State. Write monitoring report and write a letter to each LEA visited. | Title I Area Supervisors. | Project files show a total of 245 or 64% visitation reports concerning 74 of the counties. |
| 6. October 1, 1974, to April 1, 1975 | Review and recommend for approval or reject in writing within 10 working days all amendments (approximately 1 per LEA). | Title I Coordinator and Area Supervisors. | Project files show a total of 17 funding adjustments, 87 project amendments, and an estimated 100 program changes. |
| 7. September 1, 1974, to April 30, 1975 | Make on-site visits to provide technical assistance as called upon. (Estimated 20 districts) | Title I Coordinator or Supervisor, alone or in teams. | Records show Coordinator completed 15 such visits and supervisors alone or in groups completed 25. |

changes in activities performed or in achievements attained. Figure V shows the seven major Title I program management objectives actually established for the year and the outcomes.

6. EVALUATION-To obtain information on how the state administrative unit could better assist the LEA's to improve their Title I programs, a sample of schools were asked to respond to a questionnaire requesting information on specific helps needed. Tables 14 and 15 show the information obtained. It is tabulated according to size of school and to the number of years of experience of the Title I LEA administrator. Tables 14 and 15 also show that Title I administrators indicated their priority needs as follows: (1) learning ways to involve parents in the Title I program, (2) writing good program objectives and evaluating the effectiveness of the programs, (3) determining what instructional activities can be legally provided with Title I monies, and (4) deciding what supportive services are legal and are needed for helping Title I students. Because of the small response, no conclusions are drawn about trends due to the experience of Title I administrators or size of school.

Program Activities. A variety of program activities were implemented and operated in the Title I programs throughout the State of Arkansas. The major program activities, described below, are: Instructional activities; Pupil Support Services; In-Service Training; Parent Involvement Activities; and Dissemination activities.

1. INSTRUCTIONAL ACTIVITIES-Tables 16 and 17 present information concerning the specific types of Title I instructional activities offered by the schools.

Table 14: THE TYPE OF ASSISTANCE LOCAL EDUCATION AGENCIES REQUESTED FROM THE STATE EDUCATION AGENCY (BASED ON 20% SAMPLE) ACCORDING TO YEARS OF EXPERIENCE

| Kind of Needed Help | Years of Experience | | | | | | | | TOTAL | |
|---|---|---|---|---|---|---|---|---|---|---|
| | First Year | | 1-3 Years | | 4-6 Years | | More Than 6 Years | | | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| 1 | - | --- | - | --- | 1 | 5.56 | - | --- | 1 | 1.82 |
| 2 | - | --- | - | --- | 2 | 11.11 | 1 | 3.03 | 3 | 5.45 |
| 3 | 1 | 25.00 | - | --- | 4 | 22.22 | 3 | 9.09 | 8 | 14.55 |
| 4 | 1 | 25.00 | - | --- | 2 | 11.11 | 4 | 12.12 | 7 | 12.73 |
| 5 | 1 | 25.00 | - | --- | 1 | 5.56 | 4 | 12.12 | 6 | 10.91 |
| 6 | - | --- | - | --- | - | --- | - | --- | - | --- |
| 7 | 1 | 25.00 | - | --- | 4 | 22.22 | 5 | 15.15 | 10 | 18.18 |
| 8 | - | --- | - | --- | - | --- | - | --- | - | --- |
| 9 | - | --- | - | --- | 2 | 11.11 | 6 | 18.18 | 8 | 14.55 |
| 10 | - | --- | - | --- | - | --- | 3 | 9.09 | 3 | 5.45 |
| 11 | - | --- | - | --- | - | --- | - | --- | - | --- |
| 12 | - | --- | - | --- | - | --- | 1 | 3.03 | 1 | 1.82 |
| 13 | - | --- | - | --- | - | --- | 1 | 3.03 | 1 | 1.82 |
| No Response | - | --- | - | --- | 2 | 11.11 | 5 | 15.15 | 7 | 12.73 |
| TOTAL | 4 | 100.00 | 0 | 0.00 | 18 | 100.00 | 33 | 99.99 | 55 | 100.01 |

Table 15: THE TYPE OF ASSISTANCE LOCAL EDUCATION AGENCIES REQUESTED FROM STATE EDUCATION AGENCIES (BASED ON 20% SAMPLE) ACCORDING TO SIZE OF SCHOOL

| Kind of Needed Help | SIZE OF SCHOOL | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 101 - 200 | | 201 - 500 | | 501 - 1000 | | 1001 - 2000 | | 2001 - 5000 | | 5001 - 10000 | | Total | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| 1 | - | --- | 1 | 9.09 | - | --- | - | --- | - | --- | - | --- | 1 | 1.82 |
| 2 | - | --- | 1 | 9.09 | 1 | 4.35 | - | --- | 1 | 16.67 | - | --- | 3 | 5.45 |
| 3 | 1 | 20.00 | 1 | 9.09 | 3 | 13.04 | 2 | 22.22 | 1 | 16.67 | - | --- | 8 | 14.55 |
| 4 | 1 | 20.00 | 1 | 9.09 | 3 | 13.04 | 2 | 22.22 | - | --- | - | --- | 7 | 12.73 |
| 5 | 1 | 20.00 | 1 | 9.09 | 3 | 13.04 | 1 | 11.11 | - | --- | - | --- | 6 | 10.91 |
| 6 | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- |
| 7 | 1 | 20.00 | - | --- | 4 | 17.39 | 2 | 22.22 | 2 | 33.33 | 1 | 100.00 | 10 | 18.18 |
| 8 | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- |
| 9 | 1 | 20.00 | 2 | 18.18 | 3 | 13.04 | 1 | 11.11 | 1 | 16.67 | - | --- | 8 | 14.55 |
| 10 | - | --- | - | --- | 2 | 8.70 | - | --- | 1 | 16.67 | - | --- | 3 | 5.45 |
| 11 | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- |
| 12 | - | --- | - | --- | 1 | 4.35 | 1 | 11.11 | - | --- | - | --- | 2 | 3.64 |
| 13 | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- | - | --- |
| No Response | - | --- | 4 | 36.36 | 3 | 13.04 | - | --- | - | --- | - | --- | 7 | 12.73 |
| TOTAL | 5 | 100.00 | 11 | 99.99 | 23 | 99.99 | 9 | 99.99 | 6 | 100.01 | 1 | 100.00 | 55 | 100.01 |

TABLE 16: THE NUMBER AND PERCENT OF SCHOOLS AND STUDENTS INVOLVED IN VARIOUS KINDS OF TITLE I INSTRUCTIONAL ACTIVITIES

| Instructional Activity | Schools Providing Activity | | Students Involved in Activity | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| 020 - Reading | 310 | 33.51 | 38,768 | 44.71 |
| 023 - Mathematics | 98 | 10.59 | 9,391 | 10.79 |
| 026 - Special Education | 89 | 9.62 | 3,850 | 4.44 |
| 027 - General Education/ Remedial Development | 74 | 8.00 | 7,063 | 8.14 |
| 030 - Pre-Kindergarten | 23 | 2.49 | 632 | .73 |
| 032 - Cultural Enrichment | 6 | .65 | 556 | .64 |
| 038 - Vocational Education | 13 | 1.41 | 1,359 | 1.57 |
| 040 - Speech Therapy | 45 | 4.86 | 4,301 | 4.96 |
| 043 - Program for Dropouts | 60 | 6.49 | 1,507 | 1.74 |
| 044 - Communication Skills | 207 | 22.38 | 19,321 | 22.28 |
| TOTAL | 925 | 100.00 | 86,748 | 100.00 |

TABLE 17: THE NUMBER AND PERCENT OF STUDENTS INVOLVED IN VARIOUS KINDS OF TITLE I INSTRUCTIONAL ACTIVITIES AT VARIOUS EDUCATIONAL LEVELS

| Instructional Activity | Number and Percent of Participants in Elementary Schools | | Secondary Schools | | Total | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| 020 - Reading | 30,621 | 45.36 | 8,147 | 42.34 | 38,768 | 44.69 |
| 023 - Mathematics | 6,494 | 9.62 | 2,897 | 15.05 | 9,391 | 10.83 |
| 026 - Special Education | 2,786 | 4.13 | 1,064 | 5.53 | 3,850 | 4.44 |
| 027 - General Education/ Remedial Development | 6,650 | 9.85 | 413 | 2.15 | 7,063 | 8.14 |
| 030 - Kindergarten | 632 | .94 | 0 | 0.00 | 632 | .73 |
| 032 - Cultural Enrichment | 256 | .38 | 300 | 1.56 | 556 | .64 |
| 038 - Vocational Education | 0 | 0.00 | 1,359 | 7.06 | 1,359 | 1.57 |
| 040 - Speech Therapy | 3,745 | 5.55 | 556 | 2.89 | 4,301 | 4.96 |
| 043 - Program for Dropouts | 0 | 0.00 | 1,507 | 7.83 | 1,507 | 1.74 |
| 044 - Communication Skills | 16,320 | 24.18 | 3,001 | 15.59 | 19,321 | 22.27 |
| TOTAL | 67,504 | 100.01 | 19,244 | 100.00 | 86,748 | 100.01 |

SUMMARY

The single largest Title I instructional activity is reading.

1. Approximately 34 percent of the schools have reading programs.
2. 45 percent of all Title I students are involved in reading.
3. 79 percent of the students involved in reading are elementary school students.

The second largest Title I instructional activity is communication skills.

1. Nearly 23 percent of the schools have communications skills programs.

2. 22 percent of all Title I students are involved in communication skills programs.
3. 84 percent of the students involved in communication skills programs are elementary school students.

Overall

1. Approximately 76 percent of the schools provide reading, math, special education, and communication skills programs.
2. 82 percent of all Title I students are involved in these four instructional activities.
3. Nearly 79 percent of all Title I students involved in the four programs are elementary students.
4. 75 percent of all Title I students involved in instructional activities are elementary students.

2. SUPPORT SERVICES-Support services may be provided for children participating in a Title I instructional activity. Many times a student's inability to achieve in an academic area may be due to health, social, emotional, or other problems. The manner in which support services are to be evaluated presents a complex problem. It is extremely difficult to determine the net effect of support services on academic achievement. The types of support services provided by Title I programs and the numbers of students participating in them are shown in the following tables.

TABLE 18: THE NUMBER AND PERCENT OF SCHOOLS AND STUDENTS INVOLVED IN VARIOUS KINDS OF TITLE I SUPPORT SERVICES

| Support Service | Schools Providing Service | | Students Involved in Service | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| 150 - Food | 1 | 0.16 | 90 | .08 |
| 151 - Health-Dental | 82 | 13.04 | 10,375 | 9.77 |
| 152 - Health-Medical | 147 | 23.37 | 30,110 | 28.35 |
| 153 - Social Work | 95 | 15.10 | 24,070 | 22.66 |
| 155 - Other Pupil Services | 145 | 23.05 | 12,256 | 11.54 |
| 159 - Guidance Counseling | 92 | 14.63 | 21,294 | 20.05 |
| 161 - Psychological Services | 30 | 4.77 | 4,306 | 4.05 |
| 162 - Pupil Transportation | 4 | .64 | 203 | .20 |
| 163 - Special Services for Handicapped | 14 | 2.23 | 1,335 | 1.26 |
| 164 - Student Work Study | 5 | .79 | 71 | .07 |
| 166 - Tutoring | 9 | 1.43 | 972 | .82 |
| 168 - Resource Center | 5 | .79 | 1,231 | 1.16 |
| TOTAL | 629 | 100.00 | 106,213 | 100.01 |

TABLE 19: THE NUMBER AND PERCENT OF STUDENTS INVOLVED IN VARIOUS KINDS OF TITLE I SUPPORT SERVICES AT THE ELEMENTARY AND SECONDARY LEVEL

| Support Services | Number and Percent of Participants in | | | | | |
|---|---|---|---|---|---|---|
| | Elementary Schools | | Secondary Schools | | Total | |
| | Number | Percent | Number | Percent | Number | Percent |
| 151 - Health-Dental | 7,673 | 9.69 | 2,702 | 9.99 | 10,375 | 9.77 |
| 152 - Health-Medical | 22,918 | 28.94 | 7,192 | 26.59 | 30,110 | 28.35 |
| 153 - Social Work | 17,231 | 21.76 | 6,839 | 25.29 | 24,070 | 22.66 |
| 155 - Other Pupil Services | 9,696 | 12.25 | 2,560 | 9.47 | 12,256 | 11.54 |
| 159 - Guidance Counseling | 15,004 | 18.95 | 6,290 | 23.26 | 21,294 | 20.05 |
| 161 - Psychological Serv. | 3,490 | 4.41 | 816 | 3.02 | 4,306 | 4.05 |
| 162 - Pupil Transportation | 197 | .25 | 11 | .04 | 208 | .20 |
| 163 - Special Services for Handicapped | 1,237 | 1.57 | 98 | .36 | 1,335 | 1.26 |
| 164 - Student Work Study | 22 | .03 | 49 | .18 | 71 | .07 |
| 166 - Tutoring | 498 | .63 | 374 | 1.38 | 872 | .82 |
| 168 - Resource Center | 1,117 | 1.41 | 114 | .42 | 1,231 | 1.16 |
| 150 - Food Services | 90 | .11 | 0 | 0.00 | 90 | .08 |
| TOTAL | 79,173 | 100.00 | 27,045 | 100.00 | 106,218 | 100.01 |

SUMMARY

Over 89 percent of the schools provide dental, medical, social work, guidance counseling, and other pupil services.

92 percent of the students receiving supportive services are receiving one of the five services listed above.

75 percent of the students receiving support services are elementary students.

3. IN-SERVICE TRAINING-The Title I law requires "coordinated programs of training in which educational aides and the professional staff whom they are assisting will participate together." In Arkansas, a person employed as a teacher aide and the professional staff with whom the aide works must participate in a minimum of 15 clock hours of joint pre-service or in-service training before or during the initial year of work in a Title I, ESEA activity. Each educational aide employed in a Title I activity must participate in a minimum of five additional clock hours of in-service training annually thereafter. Table 20 presents information on the number of people involved in the teacher-educational aide in-service training and the cost of providing the training. The 15 clock hours of training took place in 48 different workshops in public schools and colleges.

Table 20: INFORMATION CONCERNING IN-SERVICE TRAINING AND COST

| Number of Title I Staff Participants | Number of Days | Estimated Cost | Cost Per Day | Cost Per Staff Member |
|---|---|---|---|---|
| 772 | 484 | $25,453.14 | $52.59 | $32.97 |

During the 1974-75 school year, 772 Title I personnel participated in in-service training. The average cost for training a staff member was $32.97. Each aide and teacher who completed a 15-hour training session was issued a special certificate of participation by the Title I office.

4. PARENT INVOLVEMENT ACTIVITIES-As previously mentioned, parental involvement is an important component of Title I. It is required by law.

Each local educational agency is required to establish a parent advisory council in which more than a majority of all members must be parents of children who are participants in Title I activities. Table 21 contains information showing the kinds of activities in which parent councils were involved.

TABLE 21: THE EXTENT SCHOOL DISTRICTS INVOLVE PARENT COUNCIL IN VARIOUS TYPES OF ACTIVITIES

| Type of Involvement Activity | School Districts Using Activity | |
|---|---|---|
| | Number | Percent |
| Identification of Needs | 305 | 21.03 |
| Project Planning | 323 | 22.28 |
| Project Review | 303 | 20.90 |
| Project Evaluation | 254 | 17.52 |
| Project Dissemination | 265 | 18.28 |
| TOTAL | 1,450 | 100.01 |

Parents were fairly equally involved in all the five activities listed in the table above. A little higher percent of the parents were involved in project planning activities.

5. DISSEMINATION ACTIVITIES-Dissemination is not only a requirement in the law, but is also vital to the future of any program. Table 22 shows information indicating the various methods that Title I staffs used in disseminating information.

TABLE 22: THE EXTENT SCHOOL DISTRICTS USED VARIOUS TYPES OF DISSEMINATION ACTIVITIES

| Dissemination Medium | School Districts Using | |
|---|---|---|
| | Number | Percent |
| Parent Council | 350 | 35.11 |
| PTA | 261 | 26.18 |
| Radio | 49 | 4.91 |
| Newspaper | 180 | 18.05 |
| Other | 157 | 15.75 |
| TOTAL | 997 | 100.00 |

The information in the above table shows that more school districts disseminated information through the parent council than by any other way. Meetings seem to be the major medium by which Title I information is disseminated.

Program Costs. No comprehensive evaluation of a state's Title I program is possible without taking into consideration the priorities demonstrated by an analysis of the expenditures the local educational agencies make. Although factors other than the philosophy of education affect the actual use of funds, the total for the state must be taken as a reflection of priority of action by locals and the State Education Agency. Tables 23 through 30 provide information on the amounts of money expended for various Title I categories and/or activities.

TABLE 23: AN ANALYSIS OF THE DISTRIBUTION OF TITLE I TOTAL EXPENDITURES FOR TITLE I PROGRAMS, 1974-75

| | Amount and Percent Spent | | | |
|---|---|---|---|---|
| | Regular Term and After Hours | | Summer School* | |
| Expenditure Category | Amount | Percent | Amount | Percent |
| Instructional Services | $14,682,735 | 67.17 | $353,036 | 85.57 |
| Pupil Support Services | 2,647,672 | 12.05 | 59,518 | 14.43 |
| Fixed Charges | 2,387,967 | 10.92 | --- | --- |
| Administration | 1,351,266 | 6.18 | --- | --- |
| In-Service Training | 76,363 | .35 | --- | --- |
| Minor Remodeling | 9,811 | .05 | --- | --- |
| Planning and Evaluation | 228,844 | 1.05 | --- | --- |
| Operation of Plant | 352,367 | 1.61 | --- | --- |
| Maintenance of Plant | 127,275 | .58 | --- | --- |
| Program to Involve Parents | 9,884 | .05 | --- | --- |
| TOTAL | $21,874,184 | 100.01 | $412,554 | 100.00 |

*Summer school costs for instructional services and pupil support services were available. Other summer school costs are included with the regular term and after hours cost.

TABLE 24: AN ANALYSIS OF AVERAGE PER PUPIL EXPENDITURE

| REGULAR TERM AND AFTER HOURS | | | SUMMER SCHOOL | | |
|---|---|---|---|---|---|
| Total Participants | Total Cost | Cost Per Student | Total Participants | Total Cost | Cost Per Student |
| 68,329 | $21,874,184 | $320.13 | 2,227 | $412,554 | $185.25 |

TABLE 25: AN ANALYSIS OF COSTS OF INSTRUCTIONAL ACTIVITIES FOR 1974-75

| INSTRUCTIONAL ACTIVITY | REGULAR TERM AND AFTER HOURS | | | SUMMER TERM | | |
|---|---|---|---|---|---|---|
| | Total Participants | Total Cost of Activity | Per Pupil Cost | Total Participants | Total Cost of Activity | Per Pupil Cost |
| Reading | 38,835 | $6,405,223 | $164.93 | 1,361 | $ 95,068 | $69.85 |
| Mathematics | 9,401 | 1,073,719 | 114.21 | 746 | 29,239 | 39.19 |
| Communication Skills | 12,258 | 2,958,856 | 241.38 | 2,069 | 118,720 | 57.38 |
| Special Education | 3,850 | 2,139,379 | 555.68 | 9 | 1,217 | 135.22 |
| Speech Therapy | 4,301 | 427,378 | 99.37 | 36 | 2,113 | 58.70 |
| Dropout Program | 1,582 | 132,360 | 83.67 | 0 | 0 | 0 |
| Vocational Education | 1,359 | 230,397 | 169.53 | 61 | 4,859 | 79.66 |
| Kindergarten | 632 | 132,782 | 210.10 | 10 | 1,101 | 110.10 |
| Cultural Enrichment | 556 | 56,132 | 100.96 | 0 | 0 | 0 |
| General Education/Remedial Developmental | 7,063 | 1,126,509 | 159.49 | 682 | 55,410 | 81.25 |
| Pre-School Clinic | 0 | 0 | 0 | 486 | 45,309 | 93.23 |
| TOTALS | 79,837 | $14,682,735 | $183.91 | 5,460 | $353,036 | $64.66 |

TABLE 26: AN ANALYSIS OF COSTS OF PUPIL SUPPORT SERVICES FOR 1974-75

| PUPIL SUPPORT SERVICE | REGULAR TERM AND AFTER HOURS | | | SUMMER TERM | | |
|---|---|---|---|---|---|---|
| | Total Participants | Total Cost of Activity | Per Pupil Cost | Total Participants | Total Cost of Activity | Per Pupil Cost |
| Health Services | 40,485 | $ 576,125 | $ 14.23 | 1,223 | $ 4,701 | $ 3.84 |
| Social Work | 24,180 | 547,609 | 22.65 | 708 | 2,627 | 3.71 |
| Guidance Counseling | 21,294 | 701,793 | 32.96 | 186 | 2,162 | 11.62 |
| Psychological Services | 4,306 | 171,803 | 39.90 | | | |
| Tutoring | 1,310 | 93,131 | 71.09 | | | |
| Other Pupil Services | 12,256 | 87,465 | 7.14 | 1,076 | 1,504 | 1.40 |
| Special Services for the Handicapped | 1,339 | 226,758 | 169.35 | | | |
| Work Study | 71 | 8,692 | 122.42 | | | |
| Pupil Transportation | 208 | 13,987 | 67.25 | 2,154 | 32,130 | 14.92 |
| Resource Center | 1,231 | 219,669 | 178.45 | 752 | 1,937 | 2.58 |
| Food Services | 90 | 640 | 7.11 | 1,283 | 12,471 | 9.72 |
| Library | | | | 361 | 1,986 | 5.50 |
| TOTALS | 106,770 | $2,647,672 | $ 24.80 | 7,743 | $59,518 | $ 7.69 |

TABLE 27: A COMPARISON OF THE 1973-74 AND 1974-75 DISTRIBUTION OF TITLE I TOTAL EXPENDITURES

| Expenditure Category | 1973-74 | | 1974-75 | |
|---|---|---|---|---|
| | Total Cost | Percent | Total Cost | Percent |
| Instructional Activities | $12,119,087 | 67.07 | $14,682,735 | 67.12 |
| Pupil Support Services | 2,045,991 | 11.32 | 2,647,672 | 12.11 |
| Project Support Services | 3,905,188 | 21.61 | 4,543,777 | 20.77 |
| TOTAL | $18,070,266 | 100.00 | $21,874,184 | 100.00 |

TABLE 28: A COMPARISON OF THE 1973-74 AND 1974-75 DISTRIBUTION OF TITLE I INSTRUCTIONAL EXPENDITURES

| INSTRUCTIONAL ACTIVITY | 1973-74 | | 1974-75 | |
|---|---|---|---|---|
| | Total Cost | Percent | Total Cost | Percent |
| Reading | $ 5,447,135 | 44.95 | $ 6,405,223 | 43.63 |
| Mathematics | 784,689 | 6.48 | 1,073,719 | 7.31 |
| Communication Skills | 3,237,435 | 26.71 | 2,958,856 | 20.15 |
| Special Education | 1,859,520 | 15.34 | 2,139,379 | 14.57 |
| Speech Therapy | 299,634 | 2.47 | 427,378 | 2.91 |
| Dropout Program | 108,217 | .89 | 132,360 | .90 |
| Vocational Education | 241,749 | 2.00 | 230,397 | 1.57 |
| Kindergarten | 111,706 | .92 | 132,782 | .91 |
| Cultural Enrichment | 29,002 | .24 | 56,132 | .38 |
| General Education/Remedial Developmental | 1/ | | 1,126,509 | 7.67 |
| Total Instructional Expense | $12,119,087 | 100.00 | $14,682,735 | 100.00 |

1/General Education/Remedial Developmental was not an approvable Title I activity until the 1974-75 year.

TABLE 29: A COMPARISON OF THE 1973-74 AND 1974-75 DISTRIBUTION OF TITLE I SUPPORT SERVICES EXPENDITURES

| Pupil Support Service | 1973-74 Total Cost | 1973-74 Percent of Support Serv. Compared to Total Pupil Support Exp. | 1974-75 Total Cost | 1974-75 Percent of Support Serv. Compared to Total Pupil Support Exp. |
|---|---|---|---|---|
| Health Services | $ 513,481 | 25.10 | $ 576,125 | 21.76 |
| Social Services | 463,455 | 22.65 | 547,609 | 20.68 |
| Guidance Counseling 1/ | 672,748 | 32.88 | 701,793 | 26.51 |
| Psychological Services | | | 171,803 | 6.49 |
| Tutoring | 83,602 | 4.09 | 93,131 | 3.52 |
| Other Pupil Services | 113,556 | 5.55 | 87,465 | 3.30 |
| Special Services for the Handicapped | 35,462 | 1.73 | 226,758 | 8.56 |
| Work Study | 11,645 | .57 | 8,692 | .33 |
| Pupil Transportation | 28,016 | 1.37 | 13,987 | .53 |
| Resource Center | 111,455 | 5.45 | 219,669 | 8.30 |
| Testing | 10,850 | .53 | 2/ | |
| Food Services | 1,721 | .08 | 640 | .02 |
| Total Pupil Support Expense | $2,045,991 | 100.00 | $2,647,672 | 100.00 |

1/ Guidance Counseling includes Psychological Services for 1973-74 year.

2/ Testing is included in Guidance Counseling after 1973-74 year.

TABLE 30: A COMPARISON OF 1973-74 AND 1974-75 DISTRIBUTION OF PROJECT SUPPORT SERVICES EXPENDITURE

| EXPENDITURE CATEGORY | 1973-1974 | | 1974-1975 | |
|---|---|---|---|---|
| | AMOUNT | PERCENT | AMOUNT | PERCENT |
| Fixed Charges | $1,837,218 | 47.05 | $2,387,967 | 52.55 |
| Administration | 1,137,643 | 29.13 | 1,351,266 | 29.74 |
| In-Service Training | 54,069 | 1.38 | 76,363 | 1.68 |
| Minor Remodeling | 48,008 | 1.23 | 9,811 | .22 |
| Planning and Evaluation | 291,273 | 7.46 | 228,844 | 5.04 |
| Operation of Plant | 372,603 | 9.54 | 352,367 | 7.75 |
| Maintanance of Plant | 151,074 | 3.87 | 127,275 | 2.80 |
| Programs to Involve Parents | 13,300 | .34 | 9,884 | .22 |
| Indirect Cost | -0- | -0- | -0- | -0- |
| TOTALS | $3,905,188 | 100.00 | $4,543,777 | 100.00 |

**SUMMARY**

Total Expenditures

1. Approximately two-thirds of all Title I money spent was spent on instructional services. The percent was even higher for summer school activities.
2. Over 96 percent of all monies was spent on instructional services, pupil support services, fixed charges, and administration.
3. Less than one-half of one percent was spent on in-service training.

4. 6 percent of the students involved in Title I programs participated in Summer School.
5. Only 1.89 percent of the monies received for Title I programs was used in Summer School.
6. The average cost per student was almost double during the regular term.
7. The percent of the total expenditures spent for instructional activities was slightly higher in 1974-75 than in 1973-74. This corresponds to a slight decrease in project Support Services expenditures.

Instructional Activities

1. 78 percent of all monies spent on instructional activities during the regular term were spent on reading, communication skills, or special education.
2. During the regular term, the instructional activity with the lowest per pupil cost is the Dropout Program. The instructional activity with the highest per pupil cost is special education.
3. The average per pupil cost for all instructional services was $183.91 during the regular term.
4. During 1974-75 a General Education/Remedial Development activity became a Title I approved activity, and over 7 percent of the instructional activity expenditures were spent in this category.
5. The percent of expenditures for 1974-75 Communications Skills activity was approximately 6½ percent lower than the percent spent in 1973-74.

Pupil Support Services

1. 72 percent of all monies spent on support services during the regular term were spent on health services, social work services, and guidance counseling.

2. During the regular term the support services with the lowest per pupil cost is Food Services. The support service with the highest per pupil cost is Special Services for the Handicapped.
3. The average per pupil cost for all support services was $24.80 during the regular term.
4. The percent of the pupil support services expenditures for special services for the handicapped during 1974-75 was approximately 7½ percent higher than in 1973-74. This was caused by moving Speech Therapy from an instructional activity to this category under pupil support services.

Project Support Services

1. About 82 percent of the 1974-75 expenditures for project support services was for fixed charges and administrative expenses. This was six percent higher than in 1973-74.
2. The percent of the project support expenditure allocated to in-service training was slightly higher in 1974-75 than in 1973-74. However, less than two percent of the project support services was used in this category.
3. Monies allocated to parent involvement activities constituted less than one-fourth of one percent of the project support expenditures.

## EVIDENCE OF EFFECTIVENESS OF TITLE I PROGRAMS

Because of the wide diversity in (1) the size of the local education agencies, (2) the size of the Title I programs, (3) the type of program activities, and (4) the measuring instruments used, it is difficult to ascertain with any degree of certainty the effectiveness in terms of (1) number achieving objectives, (2) achievement gains on standardized tests, and (3) achievement costs.

### Number Achieving Local Education Agency Objectives

One of the requirements in filing a Title I application was that for each program activity a performance objective was to be stated. The performance objective included the following elements: (1) who was to do the performing, (2) what performance was to be done, (3) under what conditions was the performance to be done, (4) how was the performance to be measured, and (5) what was the expected satisfactory level of the performance. Each local education agency established its own objectives. The Title I ESEA staff at the SEA level established a desired performance level of .75 grade level gain. Using a 20 percent sample of schools selected randomly, the number of students achieving the desired performance level of a .75 grade level gain was tabulated by grade level for the reading and mathematics program activities. The results are presented in Tables 31 and 32.

Table 31: THE NUMBER AND PERCENT OF STUDENTS IN THE 20 PERCENT SAMPLE THAT ACHIEVED THE SEA OBJECTIVE OF .75 GRADE EQUIVALENT GAIN IN READING

| Grade | Total Number of Participants | Participants Achieving Objective | |
|---|---|---|---|
| | | Number | Percent |
| 2 | 160 | 85 | 53.00 |
| 3 | 234 | 138 | 59.00 |
| 4 | 215 | 125 | 58.00 |
| 5 | 231 | 145 | 63.00 |
| 6 | 223 | 124 | 56.00 |
| 7 | 161 | 95 | 59.00 |
| 8 | 64 | 28 | 44.00 |
| TOTAL | 1,288 | 740 | 57.00 |

Table 32: THE NUMBER AND PERCENT OF STUDENTS IN THE 20 PERCENT SAMPLE THAT ACHIEVED THE SEA OBJECTIVE OF .75 GRADE EQUIVALENT GAIN IN MATHEMATICS

| Grade | Total Number of Participants | Participants Achieving Objectives | |
|---|---|---|---|
| | | Number | Percent |
| 3 | 41 | 33 | 80.00 |
| 4 | 55 | 34 | 62.00 |
| 5 | 38 | 17 | 45.00 |
| 6 | 64 | 34 | 53.00 |
| TOTAL | 198 | 118 | 60.00 |

Findings

1. Fifty-seven percent of the Title I participating students achieved a .75 grade level gain in reading while 60 percent of the students participating in mathematics achieved that goal.
2. A higher percent of the fifth grade reading students achieved the desired goal of .75 grade level gain than did students in other grades. In mathematics, the third grade students had a higher percent achieving the same goal.
3. Less than one-half of the eighth grade reading students and fifth grade mathematics students attained a .75 grade level gain.

Achievement Gains on Tests

To determine the extent that achievement gains were made on standardized tests, the program areas of reading and mathematics were selected because of the large number of participants and the ease of identifying the program activity. Two samples were drawn. First, a 10 percent reading sample was drawn from those schools in the state using the SRA reading test. Those schools using the SRA reading test were first identified. Then, based upon size of the school and grades participating within the school, a 10 percent sample was selected using a table of random numbers. This provided test consistency with respect to achievement gains for schools throughout the state. Second, a 20 percent sample was selected from schools in the state. This sample included schools with various program activities and using different types of standardized tests. In order to select this sample the following steps were utilized at each grade level: (1) the mean population of all the schools in the state was calculated, (2) the number and percent of schools above and below this mean were identified, (3) the number of schools above and below the mean population to be included in the sample was determined by using the percentages in step 2 (4) the specific schools, above and below the mean population, were selected by using a table of random numbers, and (5) the sample schools mean population and geographical location were reviewed to determine the adequacy of the sample.

These two samples provided: (1) a double check on the reading achievement gains in the Title I programs and (2) the opportunity to investigate the achievement gains and cost effectiveness of both Title I reading and mathematics program activities. Reading was the only program activity selected for this type of analysis in 1974.

The following steps were completed in summarizing the information:

1. Information for each school was reviewed to determine in which grades the reading and mathematics programs operated.
2. For each grade where a reading and mathematics program was provided, the following information was listed: number of participants; pretest percentile rank; post test percentile rank; and gain in percentile rank. The percentile rank was used instead of grade level scores because of its greater accuracy and stability in measuring achievement. A student's percentile rank may be interpreted as the percentage of students in the norm group that scored lower than he. They do not represent percentage of items answered correctly. Another reason for using percentile rank is that it assumes normal growth is taking place during the year. That is, for a student to maintain the same percentile rank throughout the school year, he must maintain one month of academic growth for each month he is in school. For purposes of analysis, each percentile rank was converted to a Normal Curve Equivalent (NCE) and an average NCE gain was determined.* This average NCE gain was then converted back to a percentile rank. The NCE was used because the percentile rank is not a scale of equal measuring units. Therefore, the NCE provides greater accuracy in measuring mean gain. If all the information was not available from the sample schools at a given grade level, the school was not included in the total summarization for that grade level. For this reason, the number of participants for each grade level and the grade levels included vary.

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*A Normal Curve Equivalent is a conversion procedure for changing percentile rank to an approximate equal interval scale thus allowing basic mathematical operations to be performed more accurately.

3. The overall or total mean pretest and post test percentile ranks were calculated and the gain was computed for each grade level and sample.

Table 33 presents information showing the reading results (10 percent sample) for grades 2-9. In figures 6-13, graphs are presented to show the gain made by Title I students on the Science Research Associates reading test at these grade levels. These graphs show the gain made by Title I students and compares it with the expected normal gain of a student during the school year.

TABLE 33: THE ACHIEVEMENT GAIN MADE IN READING BY TITLE I STUDENTS ON THE SRA READING TEST (10% SAMPLE)

| Grade Level | N | Pretest | | Post Test | | Gain in Percentile Rank |
|---|---|---|---|---|---|---|
| | | Percentile Rank | NCE | Percentile Rank | NCE | |
| 2 | 96 | 16 | 28.96 | 22 | 33.70 | 6 |
| 3 | 130 | 8 | 21.09 | 20 | 31.92 | 12 |
| 4 | 102 | 21 | 33.00 | 30 | 39.42 | 9 |
| 5 | 174 | 10 | 22.83 | 11 | 23.58 | 1 |
| 6 | 134 | 13 | 25.81 | 13 | 26.28 | 0 |
| 7 | 382 | 11 | 23.52 | 18 | 30.35 | 7 |
| 9 | 33 | 6 | 17.61 | 8 | 20.30 | 2 |
| TOTAL | 1,051 | 12 | 24.63 | 17 | 29.96 | 5 |

FIGURE VI: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY SECOND GRADE TITLE I STUDENTS IN READING (10% SAMPLE)

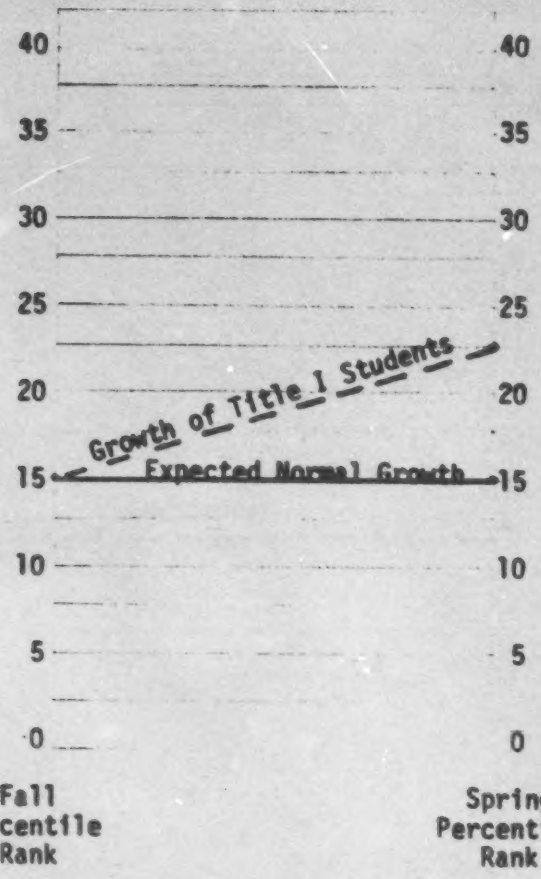



FIGURE VII: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY THIRD GRADE TITLE I STUDENTS IN READING (10% SAMPLE)

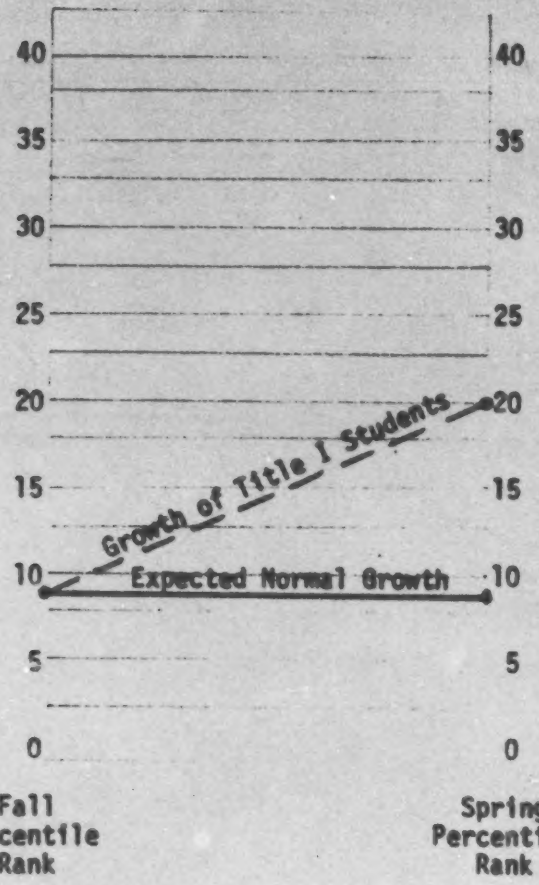


FIGURE VIII: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY FOURTH GRADE TITLE I STUDENTS IN READING (10% SAMPLE)

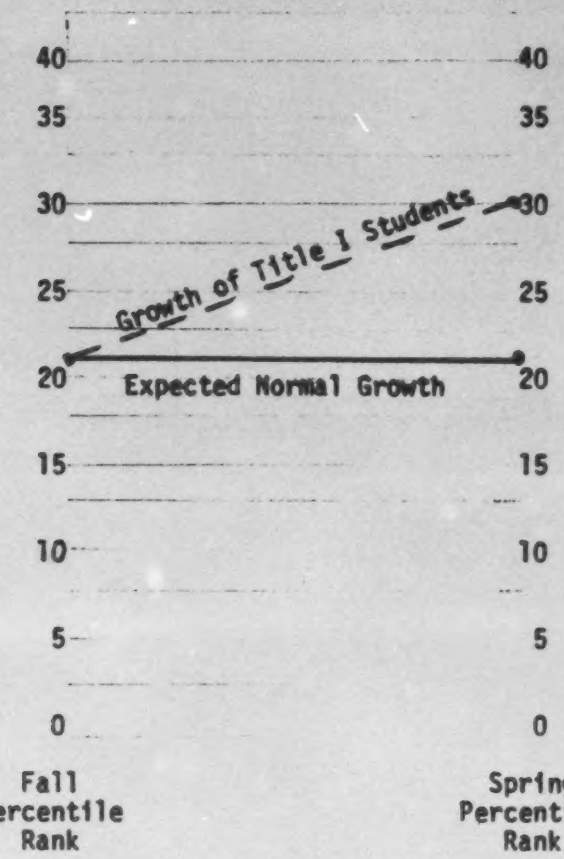







FIGURE IX: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY FIFTH GRADE TITLE I STUDENTS IN READING (10% SAMPLE)

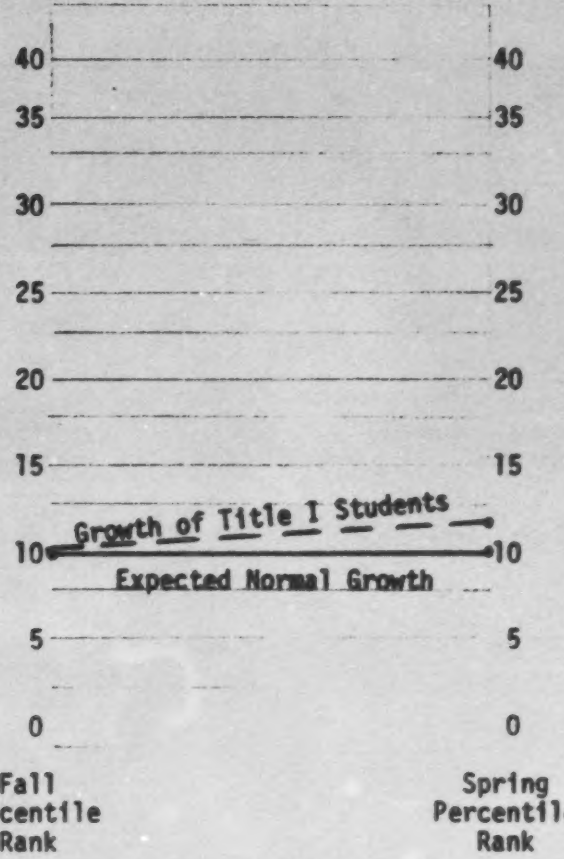


FIGURE X: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY SIXTH GRADE TITLE I STUDENTS IN READING (10% SAMPLE)

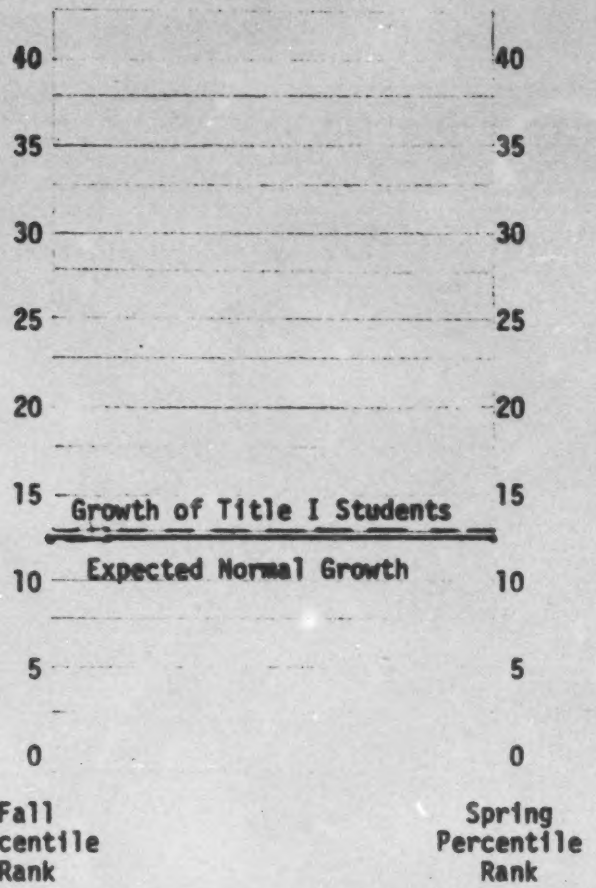





FIGURE XI: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY SEVENTH GRADE TITLE I STUDENTS IN READING (10% SAMPLE)

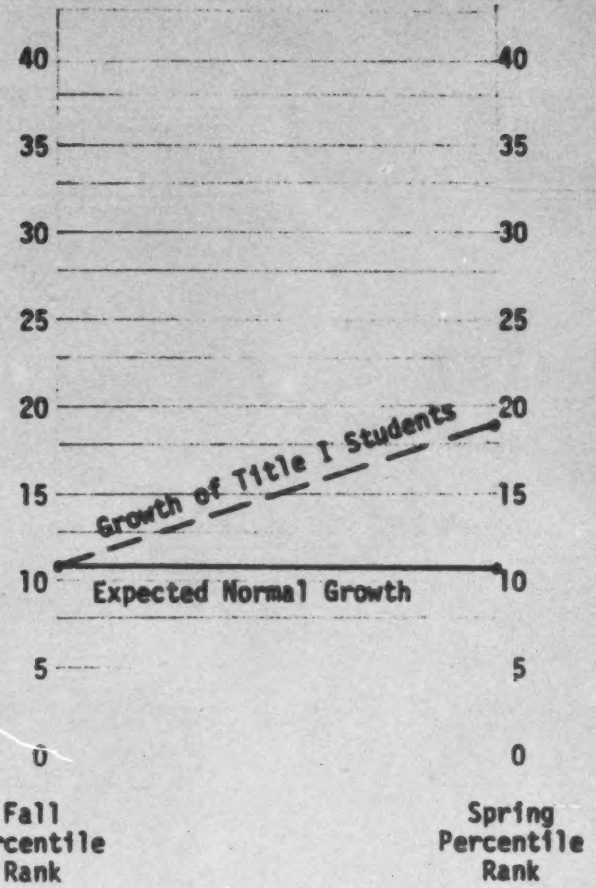


FIGURE XII: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY NINTH GRADE TITLE I STUDENTS IN READING (10% SAMPLE)

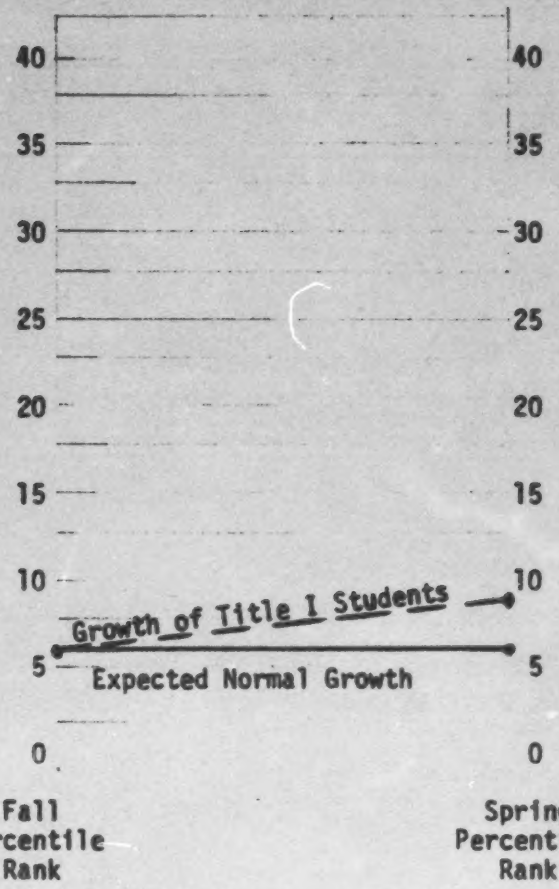
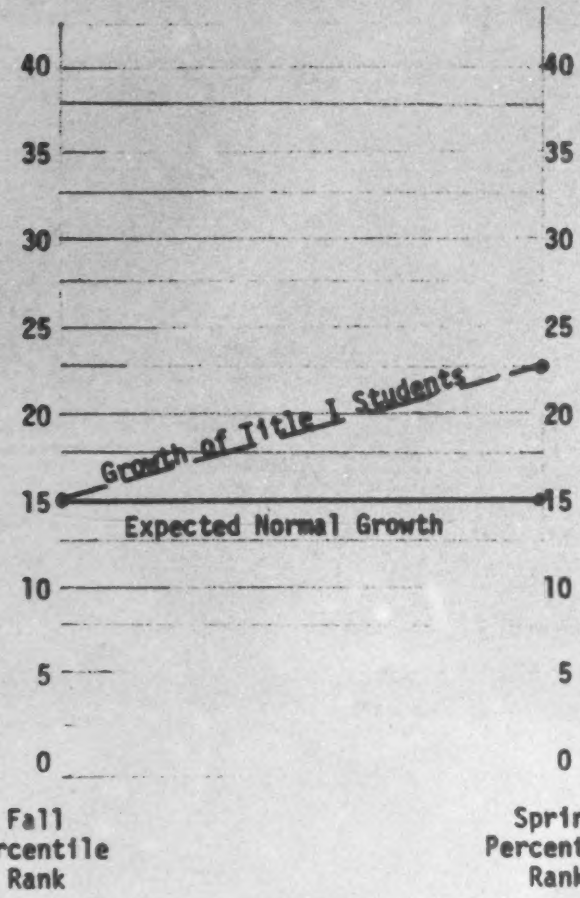





FIGURE XIII: A GRAPHICAL REPRESENTATION OF THE GAIN MADE BY ALL TITLE I STUDENTS IN READING (10% SAMPLE)



Findings

1. The average percentile rank gain made by all students in this sample was 5 percentile points.
2. The pretest percentile rank for the total group indicates only 12 percent of the students in the norm group scored lower than the average student in this sample whereas at the time of the post test the percentile rank indicates that 17 percent of the students in the norm group scored lower than the average student in this sample.
3. There was a wide variation in the average gain made by students at different grade levels. The least amount of gain was made by sixth graders while the largest amount of gain was made by third grade students.
4. The average gain made by students in grades two, three, and four were higher than gains in other grades. Grade seven is an exception. However, 348 of the 382 students shown were from one school. This had considerable impact on the average gain for that grade level and consequently biases may have developed. Typically, greater gains are made in the primary grades.

Table 34 presents information showing the reading results (20 percent sample) for grades 2-8. This information is based upon a variety of standardized tests whereas the information in Table 33 was based only upon the SRA reading test.

TABLE 34: THE ACHIEVEMENT GAIN MADE IN READING BY TITLE I STUDENTS (20 PERCENT SAMPLE)

| Grade Level | N | Pretest | | Post Test | | Gain in Percentile Rank |
|---|---|---|---|---|---|---|
| | | Percentile Rank | NCE | Percentile Rank | NCE | |
| 2 | 160 | 5 | 15.44 | 8 | 19.57 | 3 |
| 3 | 234 | 13 | 26.36 | 20 | 32.13 | 7 |
| 4 | 215 | 4 | 14.33 | 6 | 18.35 | 2 |
| 5 | 231 | 13 | 25.58 | 15 | 27.73 | 2 |
| 6 | 223 | 10 | 22.85 | 15 | 27.57 | 5 |
| 7 | 161 | 10 | 22.70 | 8 | 20.83 | -2 |
| 8 | 64 | 10 | 23.00 | 11 | 24.00 | 1 |
| TOTAL | 1,288 | 9 | 21.62 | 12 | 24.87 | 3 |

Findings

1. The average percentile rank gain made by all students in this sample was three percentile points.
2. There was a wide variation in the average gain made by students at different grade levels. The least amount of gain was made by seventh graders while the greatest amount of gain was made by third grade students.
3. It might be somewhat surprising to note that the sixth grade students' average percentile gain was larger than the fourth and fifth grade percentile gains. However, the original data indicates that two schools in the fourth grade and two schools in the fifth grade regressed rather than gained during the year. This partly accounts for the lower average percentile gain.

(Percentile rank assumes normal growth is occurring during the school year. Therefore, if a student had the same raw score on the post test as the pretest, his percentile rank would decrease.)

Table 35 presents information showing the achievement gains made by Title I students in mathematics.

TABLE 35: THE ACHIEVEMENT GAIN MADE IN MATHEMATICS BY TITLE I STUDENTS (20 PERCENT SAMPLE)

| Grade Level | N | Pretest | | Post Test | | Gain in Percentile Rank |
|---|---|---|---|---|---|---|
| | | Percentile Rank | NCE | Percentile Rank | NCE | |
| 3 | 42 | 2 | 7.00 | 8 | 20.36 | 6 |
| 4 | 55 | 3 | 10.16 | 6 | 16.76 | 3 |
| 5 | 38 | 8 | 20.21 | 8 | 19.81 | 0 |
| 6 | 64 | 2 | 7.70 | 2 | 8.05 | 0 |
| TOTAL | 199 | 3 | 10.62 | 5 | 15.41 | 2 |

Findings

1. The average percentile rank gain made by all students in this sample was two percentile points.
2. There was a wide variation in the average gain made by students at different grade levels. The highest percentile gain was six percentile points in the third grade while the students in grades five and six remained at the same percentile point.

3. One noticeable finding is that Title I mathematics students gained progressively less percentile points as they moved up the educational ladder. This suggests that the biggest impact occurred at the lower grades. However, due to the small number in the sample and the small number of grade levels reported, precautions should be used in stating any conclusive findings.

Achievement Costs

In order to explore the cost effectiveness of Title I reading and mathematics programs, an analysis of the cost per grade level gain of achievement was computed. Using the 10 percent sample of students involved in the reading programs and the 20 percent sample of students participating in the mathematics program, the following steps were completed: (1) The total amount of Title I monies spent and the total number of participants in each school was obtained; (2) From this information, the cost per student participating in the Title I program was determined; (3) This cost per student was then multiplied by the number of students selected in the sample to obtain the amount of money spent on students in the sample; (4) The total number of grade levels gained by all participants was obtained by multiplying the average grade level gain made by the number of participants; and (5) The cost per grade level gain was computed by dividing the total costs of the program for the reported number of participants in the sample by the total number of grade levels gained by all participants. The computed costs per grade level gain in reading achievement for the Title I students (10 percent sample) and an analysis of the number of schools and their costs per grade level is shown in Tables 36 and 37 respectively.

TABLE 36: THE COST PER GRADE LEVEL GAIN IN READING ACHIEVEMENT FOR THE TITLE I STUDENTS (10 PERCENT SAMPLE)

| Total Participants | Mean Grade Equivalent Gain | Total Number of Grade Level Gain | Cost of Program For Reported Participants | Cost Per Grade Level Gain |
|---|---|---|---|---|
| 935 | .91 | 896.35 | $193,720 | $216.12 |

TABLE 37: THE DISTRIBUTION OF SCHOOLS, FROM THE 10 PERCENT READING SAMPLE, ACCORDING TO THE COST PER GRADE LEVEL GAIN

| Cost Per Grade Level Gain | Schools | |
|---|---|---|
| | Number | Percent |
| $ 0 - $100 | 2 | 7.00 |
| $101 - $200 | 5 | 17.00 |
| $201 - $300 | 7 | 23.00 |
| $301 - $400 | 7 | 23.00 |
| $401 - $500 | 3 | 10.00 |
| Over $500 | 6 | 20.00 |
| TOTAL | 30 | 100.00 |

Findings

1. The mean grade level gain made by the 985 Title I students in reading was .91 grades.
2. The average cost per grade level gain for Title I participants was $216.12
3. The average cost per grade level gain for Title I students in 46 percent of the schools was between $200 and $400.

4. The average cost per grade level gain in 22, or 73 percent, of the schools was over $215. However, 47 percent of the participants included in this sample were in the eight schools where the cost per grade level gain was less than $215.
5. The average cost per grade level gain in 20 percent of the schools was over $500.

The computed cost per grade level gain in mathematics achievement for the Title I 20 percent sample and an analysis of the number of schools and their costs per grade level gain is shown in Tables 38 and 39 respectively.

TABLE 38: THE COST PER GRADE LEVEL GAIN IN MATH ACHIEVEMENT FOR THE TITLE I STUDENTS (20 PERCENT SAMPLE)

| Total Participants | Mean Grade Equivalent Gain | Total Number of Grade Level Gain | Cost of Program for Reported Participants | Cost Per Grade Level Gain |
|---|---|---|---|---|
| 155 | .70 | 108.5 | $28,050.95 | $258.53 |

TABLE 39: THE DISTRIBUTION OF THE SCHOOLS, FROM THE 20 PERCENT MATHEMATICS SAMPLE, ACCORDING TO THE COST PER GRADE LEVEL GAIN

| Cost Per Grade Level Gain | Schools | |
|---|---|---|
| | Number | Percent |
| $ 0 - $100 | 0 | 0.00 |
| $ 101 - $200 | 1 | 20.00 |
| $ 201 - $300 | 3 | 60.00 |
| $301 - $400 | 0 | 0.00 |
| $401 - $500 | 1 | 20.00 |
| Total | 5 | 100.00 |

Findings

1. The mean grade level gain for the 155 Title I participants in this sample was .70 grades.
2. The average cost per grade level gain for Title I students was $258.53.
3. The average cost per grade level gain in 60 percent of the schools was between $200 and $300.

## CONCLUSIONS AND RECOMMENDATIONS

1. A very significant number of Title I programs are being conducted in schools with relatively small enrollments. It is believed that small schools with similar needs, in a close geographic area, should be able to form cooperatives to implement programs that are economically and educationally feasible. Schools in such a cooperative could share administrative, supervisory, and training services, and perhaps materials. The State Agency has expended considerable energy to accomplish such cooperatives, but with two or three exceptions, local jealousies and logistics have wrecked each attempt.
2. More than one-fourth of all students involved in Title I programs are enrolled in the secondary school. It would seem more profitable to focus practically all remedial programs at earlier grade levels, as a higher percentage of students achieved the program objectives at those levels.
3. While evidence is available that parents are involved in Title I programs, there is no information to show the effect of parent participation on the quality of the program offered. It is recommended that a pilot study be conducted to determine the relationship between quality indicators of parent participation and program success. Title I administrators feel the need for help in the parent involvement area (See number 5).
4. The planned organization and management of the Title I program at the State Education Agency level seems to be effective to the extent of the personnel available. Additional personnel are needed if the State

Education Agency is to provide consultative assistance to the local educational agencies in planning, implementing, and evaluating programs.

5. A feedback questionnaire submitted by the State Education Agency to the local educational agencies, asking them to identify the kinds of help needed, indicated a desire for more assistance in learning ways to involve parents, writing program objectives and evaluating the effectiveness of the program and determining what instructional activities that can legally be conducted with Title I monies. It is recommended that the SEA staff consider conducting area workshops for Title I administrators and cover these content areas in such workshops.
6. A wide variety of program activities are being conducted in Title I programs. It is recommended that data be collected to show the extent program activities coincide with identified priority needs by grade level.
7. There is no evidence of which treatments are most effective in achieving the objectives of a program activity. It is recommended that a pilot research study be conducted to measure the effects of treatment. A start might be to compare the cost effectiveness of an individualized instructional method in reading, with the cost effectiveness of using the EDL reading program.
8. Over two million dollars were spent in Title I programs on support services for students; including medical services, social work, guidance counseling, and pupil services. It is recommended that an effort be made to evaluate the results or outcomes of these services.
9. While in-service training is required of teachers and their educational aides, there is no available evidence to indicate whether the

quantity or the quality of staff training has any positive effects on the program outcomes. It is recommended that a pilot study by conducted to determine the effects of in-service training on program output.

10. Over four million dollars or 20 percent of the State's Title I allocation is spent on project support services. The major portion of this is spent on fixed charges and administration. It is recommended that consideration be given to providing an incentive for developing cooperatives by restricting administrative costs to projects with a budget of a certain size.

11. The local educational agency is required to disseminate information about the Title I program within its boundary, but no evidence is available to show that information about successful programs is being disseminated to all local educational agencies throughout the State. It is recommended that the State Education Agency develop a procedure for identifying and validating successful Title I programs and to disseminate such information to all school districts. The use of cost effectiveness data might provide a way for identifying exemplary programs.

12. A state wide goal of .75 grade level gain was established for the 1974-75 school year. This should be continued and raised when more than 50 percent of the program participants achieve the goal until a goal of one month of gain for each month in the program is achieved.

13. The evaluation results indicate the extent that program objectives are being achieved, but no evidence is available to determine if participants not in the program could achieve the same objectives or if the participants could achieve them if they had not been in the

program. It is recommended that a norm referenced evaluation model be implemented whereby the norm group used in standardizing a test might be used as a control group. The gain made by the Title I participants could then be compared with the gains made by the norm group.

14. While the data on achievement gain made by students in reading and mathematics on the achievement tests has a number of reporting errors, it does suggest that greater gains are made in the primary grades. It is recommended that the local education agencies in sample schools be given assistance in correct testing and reporting procedures to further verify this indice.

15. The procedure of equating test results by using the National Curve Equivalent provides a useful way of obtaining evaluation data where a variety of standardized tests are used. It is recommended that the state education agency adopt a standardized report form to collect the appropriate data for applying the National Curve Equivalent Tables.

16. Standardized tests are used to measure student gains and may or may not have any relationship to the content being taught. It is recommended that a pilot study be conducted to use both criterion-referenced test (measuring content growth) and norm-referenced test (measuring comparative growth). A regression evaluation model might be applied to determine the effectiveness of the program.

17. An analysis of the cost effectiveness of reading and mathematics programs in sample schools revealed a wide variation in the cost per grade level gain. It is recommended that collection of this achievement-cost information be continued and local education agencies in sample schools be given assistance in submitting more accurate data.

It is also suggested that the state education agency Title I staff review and use this cost achievement data in making decisions and counseling with schools about continuation and/or expansion of programs.